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ABSTRACT

This package presents a standardized receptive vocabulary checklist to identify language deficits in preschool and kindergarten students, especially in students who are mentally retarded, have hearing impairments, language/learning disabilities, or autism. The checklist offers 95 vocabulary words and phrases that children normally acquire in a developmentally sequenced order between the third birthday and entry into first grade. Included are a manual; a stimulus book containing 28 picture sets; a stimulus picture card; a collection of blocks, beads, and chips for use as manipulatives; achievement profile sheets; and score sheets. Data from this checklist is intended to help teachers and clinicians in preparing individualized education programs. (Author/PB)

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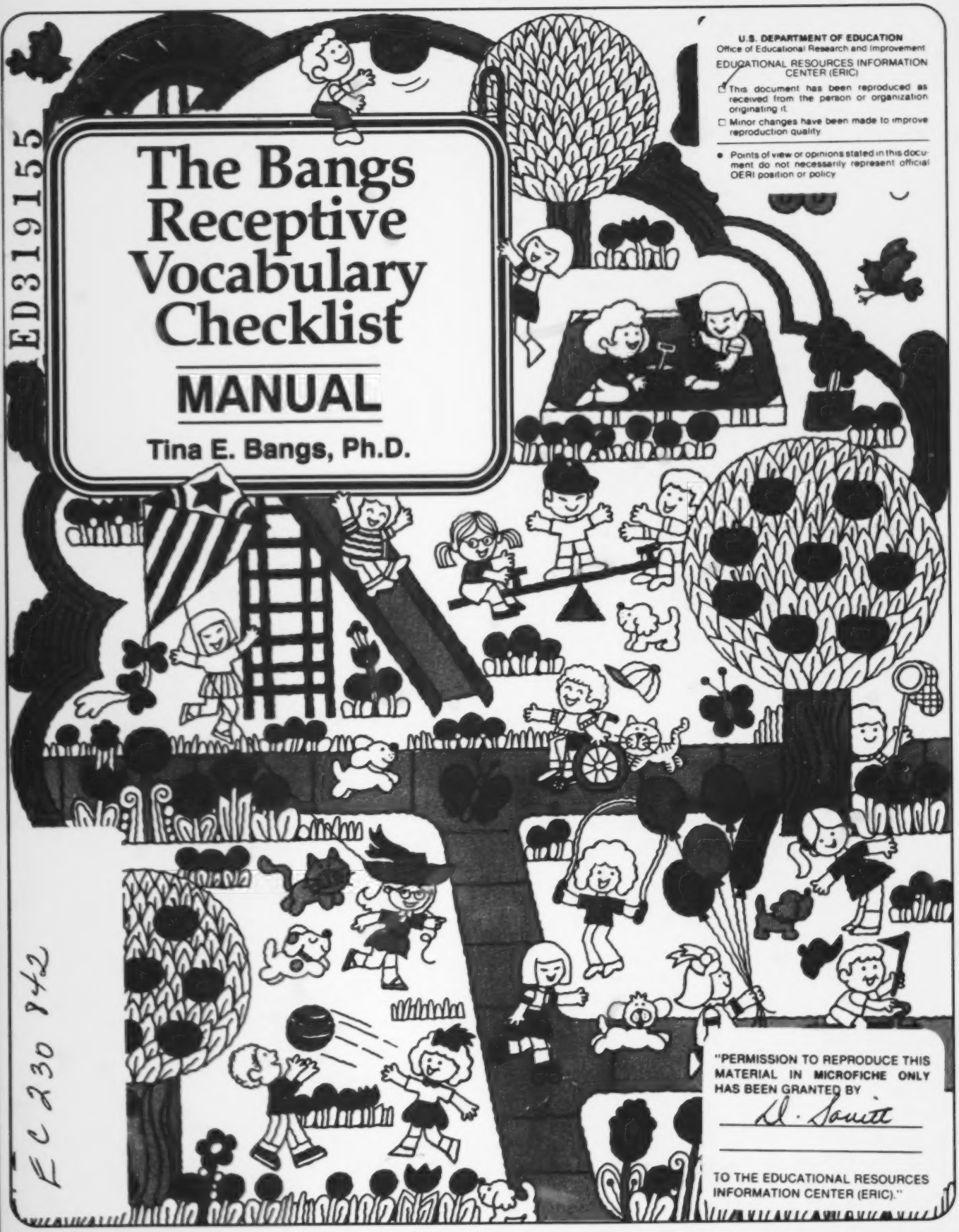
The Bangs Receptive Vocabulary Checklist

MANUAL

Tina E. Bangs, Ph.D.



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MANUAL

THE BANGS RECEPTIVE VOCABULARY CHECKLIST

Tina E. Bangs, Ph.D.

Communication Skill Builders
3830 E. Bellevue/P.O. Box 42050
Tucson, Arizona 85733
(602) 323-7500

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About the Author

Tina E. Bangs, Ph.D., CCC-SP/A, is Professor Emeritus at the Speech and Hearing Institute, a unit of The University of Texas Health Science Center at Houston. She received the M.S. degree at the University of Washington, Seattle; and the Ph.D. at Stanford University. She holds the Certificate of Clinical Competence in Speech-Language Pathology and Audiology; and also holds Texas licensure in both areas.

In 1951, with the late Jack L. Bangs, Ph.D., Tina Bangs developed and directed the Clinical Services Program of the Houston Speech and Hearing Center (now called the Speech and Hearing Institute). The major portion of her clinical service has been directed toward identification, assessment, and training of preschool children who have speech, language, or hearing handicaps, including the conditions of deafness, mental retardation, cerebral palsy, language/learning disability, brain injury, autism, and multiple handicaps. Dr. Bangs has taught at the University of Washington, Stanford University, the University of Houston, and the Master's Degree Program at the Speech and Hearing Institute.

Dr. Bangs believes that children have suffered the consequences of school failure primarily because their language deficiencies were not identified at preschool age, and that it is wiser and less costly to habilitate the handicapped child in the preschool years than to try to remediate after years of academic failure. Her numerous publications and lectures in the United States and abroad have been directed toward the child from birth to entry into first grade.

Tina Bangs is widely recognized for her outstanding contributions to speech-language pathology and audiology. Her honors include these:

1986 – Frank R. Kleffner Clinical Career Award in recognition of Outstanding Lifetime Achievement in Human Communication Sciences and Disorders; awarded by the American Speech-Language-Hearing Foundation

1985 – Tina E. Bangs Award, established by the Houston Association of Communication Disorders and presented to their outstanding member of the year

1984 – Di Carlo Award for Clinical Achievement, presented by the Texas Speech-Language-Hearing Association

1977 – The Tina E. Bangs Scholarship, established by the John A. Beck Scholarship Program and awarded annually to outstanding students enrolled in the Program in Communication Sciences in the Graduate School of Biomedical Sciences, The University of Texas Health Science Center at Houston

1976 – A Tribute to Tina E. Bangs, Ph.D., a framed tribute presented at the twenty-fifth anniversary of the Speech and Hearing Institute. The tribute is from The University of Texas System, The University of Texas Health Science Center at Houston, and community advocates of the communicatively handicapped.

1960 – Theta Sigma Phi Matrix Award for outstanding contributions to the field of education

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Preface

The Bangs Receptive Vocabulary Checklist is a standardized test of 95 vocabulary words and phrases that children acquire in a developmentally sequenced order between the third birthday and entry into first grade. Unlike the norm-referenced vocabulary tests that provide an individual score (standard score, percentile rank, stanine) which relates a child's standing in a specific reference group, the Checklist is designed to reflect the content of a particular curriculum. Therefore, information from the Checklist is used to assist the teacher and clinician in preparing goals and objectives for the child's Individualized Education Program (IEP). The target population consists of children who may have one or more of the following conditions: mental retardation, hearing impairment, language/learning disability, and autism.

Acknowledgments

I deeply appreciate the cooperation received from the directors of private and community-sponsored nursery schools who obtained parent consent for me to conduct the standardization process. Recognition and deep appreciation also are extended to the following persons in the Aldine (Texas) Independent School District who made it possible to assess school-age children: Joy Thorne, Ed.D., Director of Special Education; Roxy Kleinsworth, M.A., CCC-SP, Assistant Director of Special Education; and the staff of sixteen speech-language pathologists who participated in the standardization process.

The Bangs Receptive Vocabulary Checklist could not have been completed without the support of practicing speech-language pathologists in Houston who used the instrument in its development stage as well as in its final form. I appreciate the valuable input of those speech-language pathologists and have great respect for their professional assistance. Thanks to Kathryn Blakesley, M.A., CCC-SP; Robbin Parish, M.A., CCC-SP; Sue Rosensweig, M.A., CCC-SP/A; and Thelma Zirkelbach, Ed.D., CCC-SP.

Part I

Overview

Overview

As children increase their knowledge of persons, things, and events in their environment, they also increase their vocabularies. Increase in word count includes consideration of various classes of words that have generated interest among linguists and early childhood specialists who are concerned with programming for language-deficient children. Before 1970 the primary interest in assessing children's lexicons was to determine how many words they had in their heads for comparison with local or national norms. The trend during the Seventies was to determine the kinds of words that children have in their heads, not how many. Research in development of relational words (big/little, more/less, tall/short) appeared in the 1960s and 1970s and has been described by Bloom and Lahey.*

These authors also discuss the research which demonstrates that one of the paired words may be learned before the contrast word. In standardizing The Bangs Receptive Vocabulary Checklist, I, too, found that children may learn one of the paired words (tall) before learning the opposite word (short). Children will demonstrate increased knowledge of the concept of height (tall/short) by responding appropriately to both words when presented the test item tall/short. This principle has been incorporated into The Bangs Receptive Vocabulary Checklist.

Purpose

The purpose of The Bangs Receptive Vocabulary Checklist is to provide a developmentally sequenced list of words that emerge in children's lexicons between the third birthday and entry into first grade. Performance on the Checklist provides a basis for selecting and writing goals and objectives for the child's Individualized Education Program (IEP). The Checklist is designed to be administered to children with one or more of the following conditions: mental retardation, hearing impairment, language/learning disability, and autism.

Selection of Items

A review of the research in language acquisition including standardized tests, perusal of books for preschool children, and my experience with communication skills of preschool children served as a basis for selecting 175 words and phrases to be used in the standardization process. The

*Bloom, L., and M. Lahey. *Language Development and Language Disorders*. New York: John Wiley & Sons, 1978.

intent for the final Checklist was to have a sampling of content and functional class words used by children who are between the third birthday and entry into first grade. The words consist of pronouns, relational words of quantity, quality, position, direction, size, and time; and also include possessives, category words, negation, attribution, and identification of objects by function. In the final selection of 95 words and phrases for the Checklist, there was no attempt to include the above twelve word classes for each of the age groups. (See page 5 for an explanation of the criteria used for the age groups.) Furthermore, there was no attempt to rank the ten items in each age group according to developmental order. For example, Item 10 in Level I (the 3-0 to 4-0 age range) is not necessarily the last item to emerge in the child's lexicon in that age group.

Criteria for the final Checklist included the following:

To determine the nature of a child's receptive vocabulary when the child is not required to give a verbal response. This information is helpful in developing an intervention program for the nonverbal child, the unintelligible child, and the child with a moderate to severe expressive language delay.

To include items that are precursors to achievement in reading as well as achievement in arithmetic (for example, number concepts, number names, concepts of whole and half, most, least, each).

To provide a basic developmental receptive vocabulary to be used by the teacher or clinician to write goals and objectives for each child after the assessment has been completed.

To provide a checklist that can be administered totally within one hour.

To select only those items that were passed by 80% or more of the children within each age group.

To verify that children in the 2-0 to 3-0 age group did not meet the 80% criteria on any of the items on the Checklist, and to verify that children entering second grade did meet the 80% criteria on all items on the Checklist.

Data Collection and Analysis

Population Sample

The original 175 words and phrases used in the standardization process were administered to 542 children. Those children were enrolled in preschools in Houston, Texas; and in kindergarten, first, and second grades in the Aldine (Texas) Independent School District. The children, who ranged from 2-0 years to entry into second grade, lived primarily in low-middle to high-middle income areas. Selection was made by their teachers, who determined that the children had no known deficits in language or the ability to learn. Children of varying ethnic backgrounds were included in the standardization process as well as the final standardized product. The ratio of male to female was equal.

Levels and Age Groups

Level I
These children ranged in age from 3-0 to 4-0 years.

Level II
These children ranged in age from 4-0 to 5-0 years.

Level III – Enter Kindergarten
These children ranged in age from 5-0 to 6-0 years. In Texas, children are eligible for public school kindergarten if their fifth birthday occurs before September 1; therefore, the child whose birthday occurs on September 1 will be 5-11 years upon entry into kindergarten. Hence, the age span of 5-0 to 6-0 years.

Level IV – Enter First Grade
These children are eligible for first grade upon completion of kindergarten.

Testing Environment

All children were individually assessed in a quiet room with only the examiner present. There were no toys, books, food, or other distractions in the room.

Dates for Testing

Levels I and II were tested throughout the year. Children in Levels III and IV were tested in September and no later than the first week of October of the beginning school year.

Item Selection

A computerized printout of the scores obtained from the children in the population sample indicated the following procedures for selecting and placing words to be included in the final Checklist.

A word, words, or phrases were selected for the Checklist if 80% or more of the children in the population sample passed the test item within and above the specified age group, and less than 80% of the children below that age group passed the item. For example, Item #20, Tall/Short, was placed in Level II based on these results:

Item #20 - Tall/Short

Age Groups	2-0 to 3-0	3-0 to 4-0	4-0 to 5-0	5-0 to 6-0	6-0 to 7-0	7-0 to 8-0
Percent Passing	20%	50%	93%	96%	100%	100%

Components

The Bangs Receptive Vocabulary Checklist consists of:

- A Manual, which includes detailed instructions for administering and scoring the Checklist and recording all data
- Motivational materials (as listed below)
- Score Sheet
- Achievement Profile

Manual

See pages 13-28 for instructions on administering and scoring the behaviors and recording the resulting data.

The instruction items are consecutively numbered from 1 through 40. These numbers correspond to the items on the Score Sheet and on the Achievement Profile.

Each item includes materials needed for stimulating responses from the child, the procedure for eliciting responses from the child, and criteria for scoring the child's responses.

Motivational Materials

The materials used to elicit responses from the child consist of:

- A Stimulus Book containing Picture Sets 1 through 28
- One card with colored pictures of cups (required for Item 4)
- 12 blocks
- 12 beads
- 12 chips

Additional materials to be supplied by the examiner are:

- A sheet of paper and a pencil (required for Item 37)
- Coins: A penny, nickel, dime, and quarter (required for Item 40)

Score Sheet

The items on the score sheet are consecutively numbered from 1 to 40. These numbers correspond to the numbers on the Achievement Profile.

Achievement Profile

The purpose of the Achievement Profile is to provide examiners, teachers, clinicians, and parents with an accounting of the child's achievement over three test-retest periods.

Appropriate space is provided for entering scores from each test date.

See page 28 for instructions for recording data on the Profile.

Administrative Guidelines

Examiner Qualifications

The Bangs Receptive Vocabulary Checklist may be administered by any examiner who is qualified to give psychological tests, language assessments, or educational tests.

Appropriate Population to Assess

The experienced examiner will have no difficulty in administering the Checklist to children who have hearing impairment (sign language or total communication may be used), mental retardation, language/learning disability, and/or autism. More than 100 children with one or more of these handicapping conditions have been assessed with The Bangs Receptive Vocabulary Checklist by certified speech-language pathologists in the Houston area. The examiners reported no problems with the assessment items or the procedure and scoring techniques.

Entry and Termination Levels

A qualified examiner will use clinical judgment in determining the age level at which the test items should be presented to the child. If a norm-referenced vocabulary screening test has been administered, the examiner may have been given a developmental age for the child. If so, a rule of thumb might be to start the assessment with the ten items below the child's developmental age and continue until five consecutive items are failed. If the examiner misjudges the intervention level and finds the child failing several items, the choice is to go to a lower age group. As another example, the examiner who wants to determine the receptive vocabulary level of a five-year-old bilingual child may want to administer all the items on the Checklist. The examiner's expertise in assessment techniques will help to determine the entry level and when to terminate the testing.

Obtaining Data from Different Population Samples

Examiners who work with populations of children who are significantly different from the Checklist population sample obtained in Houston and Aldine, Texas, may wish to standardize the Checklist within their own community.

Writing Objectives for IEPs

At the completion of the assessment, enter the child's scores on the Achievement Profile. From these data, an Individualized Education Program (IEP) can be developed for each child. Select an appropriate number of failed items to be used in forming objectives for an individual child or a group of children. Learning the vocabulary words may be the only objective, or it may be one of several objectives on the IEP.

Goals

A goal is a general statement concerned with a course of direction. Goals are measurable only in terms of the objectives that lead to the goals.

The following examples are appropriate goals for a child with language/learning disorders:

1. To increase the child's receptive vocabulary
2. To improve the child's expressive language skills
3. To demonstrate sequencing skills
4. To develop preacademic arithmetic skills
5. To develop acceptable self-concept
6. To develop appropriate social skills

Objectives

Performance objectives contain the following five elements:

1. Who—Who is the student for whom the objective is written?
2. What—What is the student expected to learn?
3. Measuring tool—What procedure, instruments, or methods will be used to measure whether an objective has been met?
4. Time—How much time should be allowed to meet the objective?
5. Proficiency—What degree of proficiency should be expected of the student when posttested?

The following example is an objective directed toward meeting Goal 1:

> By November 22, (child) will comprehend the meaning of the following words as measured by The Bangs Receptive Vocabulary Checklist with a proficiency of 2 out of 3 correct responses (2/3) to each of the following:
> in front of/in back of
> number concepts (2)
> pronouns: them, their

Part II

Instructions

Administering the Checklist

The Checklist–
Materials, Procedure, and Scoring

Recording Data on the Score Sheet Cover

Recording Data on the Achievement Profile

Administering the Checklist

Testing Environment

Administer The Bangs Receptive Vocabulary Checklist in a quiet room, with only yourself and the child present (unless the child will not leave the parent). There should be no toys, books, food, or other distractions in the testing room.

Materials

Have these materials on hand:

- Stimulus Book containing Picture Sets 1 through 28
- Card with colored pictures of cups (used in Item 4)
- Box with cover
- 12 blocks
- 12 beads
- 12 chips
- A sheet of paper and a pencil (used in Item 37)
- Coins: A penny, nickel, dime, and quarter (used in Item 40)

The Score Sheet Cover

Fill in the child's name, your name, the current date, and the child's birthdate and chronological age.

Space is provided for recording the following information, which is entered *after administering the Checklist:*

- Referral source and reason for referral
- Sensory and behavioral information, including vision, hearing, and attending behaviors
- Assessment summary, including the number of correct responses; the Level within which the child passed some but not all of the items, passed all of the items below that Level, and failed all items above the Level (or a description of the scatter of pass and fail items within more than one Level); and the developmental age level
- Comments
- Recommendations

Entering the Child's Responses

As you administer each test item, enter the child's response, using the following key:

+	=	Pass
–	=	Fail
NR	=	No response
Blank	=	Not administered

The Checklist—Materials, Procedure, and Scoring

1. Objects by function: *sew with/cut with/wear*

Materials: Stimulus Book, Picture Set 1
Procedure: Place Picture Set 1 in front of the child.
Give the commands for Item 1 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses.

2. Categories: *toy/animal/person*

Materials: Stimulus Book, Picture Set 1
Procedure: Place Picture Set 1 in front of the child.
Give the commands for Item 2 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses.

3. Negation: *is/is not*

Materials: Stimulus Book, Picture Set 2
Procedure: Place Picture Set 2 in front of the child.
Give the commands for Item 3 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *is* and 2/3 correct responses to *is not*.

4. Attribution: *size/color*

Materials: Card with pictures of large and small colored cups
Procedure: Place the card in front of the child.
Give the commands for Item 4 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses.

5. Position: *in front of/in back of*

Materials: Stimulus Book, Picture Set 3
Procedure: Place Picture Set 3 in front of the child.
Give the commands for Item 5 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *in front of* and 2/3 correct responses to *in back of*.

6. Direction: *up/down*

Materials: Stimulus Book, Picture Set 4
Procedure: Place Picture Set 4 in front of the child.
Give the commands for Item 6 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *up* and 2/3 correct responses to *down.*

7. Position: *in/out of*

Materials: Stimulus Book, Picture Set 5
Procedure: Place Picture Set 5 in front of the child.
Give the commands for Item 7 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *in* and 2/3 correct responses to *out of.*

8. Position: top/bottom

Materials: Stimulus Book, Picture Set 6
Procedure: Place Picture Set 6 in front of the child.
Give the commands for Item 8 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *top* and 2/3 correct responses to *bottom.*

9. Quantity: *Number concepts (2)*

Materials: A box
12 blocks
12 beads
12 chips
Procedure: Place the box of blocks in front of the child.
Give the commands for Item 9–Blocks on the Score Sheet.
After each command, return the blocks to the box.

Remove the box of blocks.
Place the box of beads in front of the child.
Give the commands for Item 9–Beads on the Score Sheet.
After each command, return the beads to the box.

Remove the box of beads.
Place the box of chips in front of the child.
Give the commands for Item 9–Chips on the Score Sheet.
After each command, return the chips to the box.

Scoring: Circle the number of correct responses.
For Level I (3-0 to 4-0 years), the child should have concept mastery of numbers 1 and 2 on 2/3 trials. Mark + if this criterion is achieved.

Note: For Level II (4-0 to 5-0 years), the child should have concept mastery of numbers 1 through 4 on 2/3 trials. If that criterion is achieved here, also turn to Item 19 on the Score Sheet, mark + for that item, and do not administer Item 19 later.

For Level III–Enter Kindergarten (5-0 to 6-0 years), the child should have concept mastery of numbers 1 through 8 on 2/3 trials. If that criterion is achieved here, also turn to Item 30 on the Score Sheet, and mark + for that item as well. It will not be necessary to administer Items 19 and 30 later.

10. Pronouns
Part 1–*he/she, him/her, his/her, them, their*

Materials: Stimulus Book, Picture Set 7
1 block

Procedure: Place one block within the child's reach.
Place Picture Set 7 in front of the child.
Give the commands for Item 10–Part 1 on the Score Sheet.

Scoring: Abstract each pronoun score as follows:
he/she (subsets g, p, w / b, l, t)
him/her (subsets c, k, u / e, n, v)
his/her (subsets a, h, s / d, i, q)
them (subsets f, o, r)
their (subsets j, m, x)

Mark + for 2/3 correct responses to each of the paired pronouns and 2/3 correct responses to single pronouns.

Part 2–*I/you*

Materials: 3 blocks
3 beads
3 chips

Procedure: Place groups of 3 blocks, 3 beads, and 3 chips in front of the child. Be sure the child knows the names of the objects.
Give the commands for Item 10–Part 2 on the Score Sheet.

Scoring: Mark + for 2/3 correct responses for *I* and 2/3 correct responses for *you*.

11. Categories: *fruit/vegetable/building*

Materials: Stimulus Book, Picture Set 8
Procedure: Place Picture Set 8 in front of the child.
Give the commands for Item 11 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses

12. Size: *short/long*

Materials: Stimulus Book, Picture Set 9
Procedure: Place Picture Set 9 in front of the child.
Give the commands for Item 12 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *short* and 2/3 correct responses to *long*.

13. Quality: *same/different*

Materials: Stimulus Book, Picture Set 10
Procedure: Place Picture Set 10 in front of the child.
Give the commands for Item 13 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *same* and 2/3 correct responses to *different*.

14. Position: *together/apart*

Materials: Stimulus Book, Picture Set 11
Procedure: Place Picture Set 11 in front of the child.
Give the commands for Item 14 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *together* and 2/3 correct responses to *apart*.

15. Position: *ahead of/behind*

Materials: Stimulus Book, Picture Set 12
Procedure: Place Picture Set 12 in front of the child.
Give the commands for Item 15 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *ahead of* and 2/3 correct responses to *behind*.

16. Quantity: *with/without*

Materials: Stimulus Book, Picture Set 13
Procedure: Place Picture Set 13 in front of the child.
Give the commands for Item 16 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *with* and 2/3 correct responses to *without*.

17. Quantity: *more/less*

Materials: A box with a cover
12 blocks
12 beads
12 chips
Procedure: Place the top and bottom of the box in front of the child, with the top of the box on the child's right and the cover of the box on the child's left.
Place 9 blocks in the box and 3 blocks in the cover.
Ask: Which box has more blocks?
Remove the blocks.
Place 9 beads in the box and 3 beads in the cover.
Ask: Which box has less beads?
Remove the beads.
Place 9 chips in the box and 3 chips in the cover.
Ask: Which box has less chips?
Remove the chips.
Continue the procedure, giving the remaining commands for Item 17 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *more* and 2/3 correct responses to *less*.

18. Quantity: *each*

Materials: 5 blocks
5 beads
5 chips
Procedure: Place 5 blocks 1/2" apart in a row in front of the child.
Say: Watch me.
Touch the first block, then the second block.
Say: Now you touch each of these blocks.
Remove the blocks.
Continue the procedure with the beads and chips, giving the remaining commands for Item 18 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to pointing to *each* of the 5 blocks, 5 beads, and 5 chips.

19. Quantity: *Number concepts (4)*

Note: If the child showed concept mastery of numbers 1 through 4 on Item 9, it is not necessary to administer Item 19. Proceed to Item 20.

Materials: A box
12 blocks
12 beads
12 chips

Procedure: Place the box of blocks in front of the child.
Give the commands for Item 19–Blocks on the Score Sheet.
After each command, return the blocks to the box.

Remove the box of blocks.
Place the box of beads in front of the child.
Give the commands for Item 19–Beads on the Score Sheet.
After each command, return the beads to the box.

Remove the box of beads.
Place the box of chips in front of the child.
Give the commands for Item 19–Chips on the Score Sheet.
After each command, return the chips to the box.

Scoring: Circle the number of correct responses.
For Level II (4-0 to 5-0 years), the child should have concept mastery of numbers 1 through 4 on 2/3 trials.
Mark + if this criterion is achieved.

Note: For Level III–Enter Kindergarten (5-0 to 6-0 years), the child should have concept mastery of numbers 1 through 8 on 2/3 trials. If that criterion is achieved here, also turn to Item 30 on the Score Sheet, mark + for that item, and do not administer Item 30 later.

20. Size: *short/tall*

Materials: Stimulus Book, Picture Set 14

Procedure: Place Picture Set 14 in front of the child.
Give the commands for Item 20 on the Score Sheet.

Scoring: Mark + for 2/3 correct responses to *short* and 2/3 correct responses to *tall*.

21. Category: *Clothing*

Materials: Stimulus Book, Picture Sets 15, 16, 17
Procedure: Place Picture Set 15 in front of the child.
Say: Show me some clothing.

Place Picture Set 16 in front of the child.
Repeat the command: Show me some clothing.

Place Picture Set 17 in front of the child.
Repeat the command: Show me some clothing.
Scoring: Mark + for 2/3 correct responses.

22. Category: *Transportation*

Materials: Stimulus Book, Picture Sets 15, 16, 17
Procedure: Place Picture Set 15 in front of the child.
Say: Show me a picture that is transportation.

Place Picture Set 16 in front of the child.
Repeat the command: Show me a picture that is transportation.

Place Picture Set 17 in front of the child.
Repeat the command: Show me a picture that is transportation.
Scoring: Mark + for 2/3 correct responses.

23. Quantity: *more/less*

Materials: Stimulus Book, Picture Set 18
Procedure: Place Picture Set 18 in front of the child.
Give the commands for Item 23 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *more* and 2/3 correct responses to *less*.

24. Position: *nearest/farthest*

Materials: Stimulus Book, Picture Set 19
Procedure: Place Picture Set 19 in front of the child.
Give the commands for Item 24 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *nearest* and 2/3 correct responses to *farthest*.

25. Possessives

Materials: Stimulus Book, Picture Set 20
Procedure: Place Picture Set 20 in front of the child.
Give the commands for Item 25 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to the paired items.

26. Direction: *toward/away from*

Materials: Stimulus Book, Picture Set 21
Procedure: Place Picture Set 21 in front of the child.
Give the commands for Item 26 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *toward* and 2/3 correct responses to *away from*.

27. Time: *past/future*

Materials: Stimulus Book, Picture Set 22
Procedure: Place Picture Set 22 in front of the child.
Give the commands for Item 27 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *past tense* and 2/3 correct responses to *future tense*.

28. Pronouns: *my/our*

Materials: 6 beads
6 blocks
6 chips
Procedure: Place 3 beads, 3 blocks, and 3 chips in separate piles in front of the child. Place identical piles in front of yourself.
Give the commands for Item 28 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *my* and 2/3 correct responses to *our*.

29. Quantity: *most/least*

Materials: A box with a cover
12 blocks
12 beads
12 chips

Procedure: Place the top and bottom of the box in front of the child, with the top of the box on the child's right and the cover of the box on the child's left.
Place 9 beads in the box and 3 beads in the cover.
Ask: Which box has the most beads?

Remove the beads.
Place 9 blocks in the box and 3 blocks in the cover.
Ask: Which box has the least blocks?

Remove the blocks.
Place 9 chips in the box and 3 chips in the cover.
Ask: Which box has the least chips?

Remove the chips.
Continue the procedure, giving the remaining commands for Item 29 on the Score Sheet.

Scoring: Mark + for 2/3 correct responses to *most* and 2/3 correct responses to *least*.

30. Quantity: *Number concepts (8)*

Note: If the child showed concept mastery of numbers 1 through 8 on either Item 9 or Item 19, it is not necessary to administer Item 30. Proceed to Item 31.

Materials: A box
12 blocks
12 beads
12 chips

Procedure: Place the box of blocks in front of the child.
Give the commands for Item 30–Blocks on the Score Sheet.
After each command, return the blocks to the box.

Remove the box of blocks.
Place the box of beads in front of the child.
Give the commands for Item 30–Beads on the Score Sheet.
After each command, return the beads to the box.

Remove the box of beads.
Place the box of chips in front of the child.
Give the commands for Item 30–Chips on the Score Sheet.
After each command, return the chips to the box.

Scoring: Circle the number of correct responses.
For Level III–Enter Kindergarten (5-0 to 6-0 years), the child should have concept mastery of numbers 1 through 8 on 2/3 trials. Mark + if this criterion is achieved.

31. Position: *left/right*

Materials: Stimulus Book, Picture Set 23
Procedure: Place Picture Set 23 in front of the child.
Give the commands for Item 31 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *left* and 2/3 correct responses to *right*.

32. Position: *first/last*

Materials: Stimulus Book, Picture Set 24
Procedure: Place Picture Set 24 in front of the child.
Give the commands for Item 32 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *first* and 2/3 correct responses to *last*.

33. Position: *second/third*

Materials: Stimulus Book, Picture Set 24
Procedure: Place Picture Set 24 in front of the child.
Give the commands for Item 33 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *second* and 2/3 correct responses to *third*.

34. Direction: *to the right/to the left*

Materials: Stimulus Book, Picture Set 25
Procedure: Place Picture Set 25 in front of the child.
Run your finger across the top line.
Say: Show me the arrow pointing to the left.

Repeat the procedure for the middle and bottom lines; then repeat the entire procedure, giving the remaining commands for Item 34 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *to the right* and 2/3 correct responses to *to the left*.

35. Quantity: *whole/half*

Materials: Stimulus Book, Picture Set 26
Procedure: Place Picture Set 26 in front of the child.
Give the commands for Item 35 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *whole* and 2/3 correct responses to *half*.

36. Quantity: *is/are*

Materials: Stimulus Book, Picture Set 27
Procedure: Place Picture Set 27 in front of the child.
Run your finger across the top line.
Say: Show me The fish is in the bowl.

Repeat the procedure for the middle and bottom lines; then repeat the entire procedure, giving the remaining commands for Item 36 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *is* and 2/3 correct responses to *are*.

37. Numbers: *Writing numbers 1 through 5 from dictation*

Materials: 8-1/2" x 11" sheet of paper
Pencil
Procedure: Give the child the sheet of paper and pencil.
Say: I want you to write some numbers for me.
Write the number 2.
Write the number 1.
Write the number 5.
Write the number 3.
Write the number 4.

Continue the procedure, giving the remaining commands for Item 37, lines b and c, on the Score Sheet.
Scoring: Circle all numbers on the Score Sheet that are correctly written.
Mark + for 2/3 responses to all numbers 1 through 5.

38. Pronouns: *who/what*

Materials: Stimulus Book, Picture Set 28
Procedure: Place Picture Set 28 in front of the child.
Give the commands for Item 38 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *who* and 2/3 correct responses to *what*.

39. Time: *before/after*

Materials: None
Procedure: Say to the child: Listen carefully, and do what I ask you to do.
Give the commands for Item 39 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to *before* and 2/3 correct responses to *after*.

40. Coins: *Identifying penny, nickel, dime, quarter*

Materials: One each of the following coins: Penny, nickel, dime, quarter
Procedure: Place the four coins in a row in front of the child in the following order (from left to right): penny, quarter, dime, nickel.
Give the commands for Item 40 on the Score Sheet.
Scoring: Mark + for 2/3 correct responses to each coin.

Recording Data on the Score Sheet Cover

(See Appendix A, page 31, for a sample Score Sheet cover.)

After administering the Checklist, record the following information on the cover:

- Referral source and reason for referral.
- Sensory and behavioral information:

  Vision. Make a subjective evaluation of the child's vision. Note whether eyeglasses are worn.

  Hearing. Make a subjective evaluation of the child's hearing. Note any audiological assessments. Record whether a hearing aid is being worn.

  Attending behaviors. Make a subjective evaluation of the child's ability to attend to the task at hand.
- Assessment summary. Enter the total number of correct responses and the developmental age range obtained.
- Comments. Additional comments may include such observations as gross and fine motor skills and social/personal relationships.
- Recommendations. You may wish to recommend further testing, such as audiological assessment or in-depth language assessment.

Recording Data on the Achievement Profile

(See Appendix B, pages 33-36, for a sample Achievement Profile.)

The Achievement Profile provides an accounting of the child's achievement over three test-retest periods.

Appropriate space is provided on the cover sheet for recording the following data:

- Results of assessment. Space is provided for entering the following information for each administration of the Checklist:

  Date of administration of the Checklist

  The child's chronological age on date of testing

  The number of correct responses

  The Level obtained

  The developmental age group within which the child performs on each testing.

- Objectives for IEPs. Space is provided to enter the objectives that were prepared by the clinician for developing the Individualized Education Program (IEP).

- Comments. Space is provided to enter comments related to one or more of the testing dates or the objectives.

On pages 2-4 of the Achievement Profile, space is provided for recording the child's responses at each administration. Data are recorded using the same key as in administering the Checklist.

Appendixes

Appendix A

Sample Score Sheet Cover

THE BANGS RECEPTIVE VOCABULARY CHECKLIST
Tina E. Bangs, Ph.D.

Name Bill K. Date 19— 9 15

Examiner Tina E. Bangs, Ph.D. Birthdate 19— 3 3

C.A. 4 yrs.6 mos.

Referral Source and Reason for Referral

Bill is enrolled in Pinocchio School for children with language/learning delay. His teacher has asked for an assessment of his receptive vocabulary.

Assessment Summary

Number of Correct Responses 8

Level 1

Developmental Age Group

3-0 to 4-0 years

Comments

Bill failed 2 items in Level I and all items in Level II. At 4-6 years of age, he is deficient in receptive vocabulary as measured by the checklist.

Sensory and Behavioral Information

Vision
Parents report no vision problem.

Hearing
Audiometric screening test revealed hearing within normal limits.

Attending Behaviors
Bill had no problem attending to the task at hand.

Recommendations

Include appropriate vocabulary words from the Checklist in Bill's IEP.

Appendix B

Sample Achievement Profile

THE BANGS RECEPTIVE VOCABULARY CHECKLIST

Tina E. Bangs, Ph.D.

Name Bill K. Birthdate 3/3/--

Results of Assessment

Assessment Date	*Chronological Age*	*Correct Responses*	*Level*	*Developmental Age Group*
9/15/--	4- 6 years	8	I	3-0 to 4-0 years
1/5/--	4-10 years	16	II	4-0 to 5-0 years
5/9/--	5- 2 years	24	III	5-0 to 6-0 years

Objectives for IEPs

9/15/-- By January 5, 19--, Bill will comprehend the meaning of the following vocabulary words, as measured by The Bangs Receptive Vocabulary Checklist, with a proficiency level as designated in the Checklist:

Number concepts: (2)
Pronouns: he/she, them, their
Categories: fruit/vegetable/building
Same/Different
Short/Tall
Short/Long

1/5/-- By May 9, 19--, Bill will comprehend the meaning of the following vocabulary words, as measured by The Bangs Receptive Vocabulary Checklist, with a proficiency of 2 out of 3 responses each word:

Number concepts: (4), each
Position: together/apart
ahead of/behind
Category: Clothing
Transportation

Comments

Bill's parents heve been extremely cooperative with their home training program.

Date Test Administered

1	2	3
9/15/-	1/5/-	5/9/-

Key: + = Pass
– = Fail
NR = No response
Blank = Not administered

LEVEL I (3-0 to 4-0 YEARS)

+	+	___	1. Objects by function: sew with/ cut with/wear
+	+	___	2. Categories: toy/animal/person
+	+	___	3. Negation: is/is not
+	+	___	4. Attribution: size/color
+	+	___	5. Position: in front of/in back of
+	+	___	6. Direction: up/down
+	+	___	7. Position: in/out of
+	+	___	8. Position: top/bottom
–	+	+	9. Quantity: number concepts (2)
–	+	+	10. Pronouns:

Part 1

–	+	+	he/she
+	+	___	him/her
+	+	___	his/her
–	+	+	them
–	+	+	their

Part 2

+	+	___	I/you

Number Correct

8	10	10

Comments

LEVEL II (4-0 to 5-0 YEARS)

−	+	+	11. Categories: fruit/vegetable/building
−	+	+	12. Size: short/long
−	+	+	13. Quality: same/different
−	−	+	14. Position: together/apart
−	−	+	15. Position: ahead of/behind
−	+	+	16. Quantity: with/without
−	+	+	17. Quantity: more/less (objects in a box)
−	−	+	18. Quantity: each
−	−	+	19. Quantity: number concepts (4)
−	+	+	20. Size: short/tall

Number Correct

0	6	10

LEVEL III–ENTER KINDERGARTEN
(5-0 to 6-0 YEARS)

−	−	+	21. Category: clothing
−	−	+	22. Category: transportation
−	−	+	23. Quantity: more/less (pictures)
		−	24. Position: nearest/farthest
		−	25. Possessives
		−	26. Direction: toward/away from
		−	27. Time: past/future
		+	28. Pronouns: my/our
		−	29. Quantity: most/least
		−	30. Quantity: number concepts (8)

Number Correct

0	0	4

Comments

LEVEL IV–ENTER FIRST GRADE (6-0 to 7-0 YEARS)

___ ___ ___ 31. Position: left/right

___ ___ ___ 32. Position: first/last

___ ___ ___ 33. Position: second/third

___ ___ ___ 34. Direction: to the right/to the left

___ ___ ___ 35. Quantity: whole/half

___ ___ ___ 36. Quantity: is/are

___ ___ ___ 37. Numbers: writing numbers 1 - 5 from dictation

___ ___ ___ 38. Pronouns: who/what

___ ___ ___ 39. Time: before/after

___ ___ ___ 40. Coins: identifying 4/4

Number Correct

___ ___ ___

Comments

More programs to increase vocabulary skills . . .

RESOURCES FOR VOCABULARY INTEGRATION:
Animals, Birds, and Insects (1988)
Occupations (1989)
by Susan M. Albright, M.S., CCC-SLP, Kathy Minarovic, M.S., CCC-SLP, and Margaret M. Trenkle, M.S., CCC-SLP

Here are two volumes of reproducible exercises, games, and activities to help young students improve vocabulary usage and comprehension. Each volume contains word lists divided into three levels—preschool and grade 1, grades 2-4, and grades 5-6. *Animals, Birds, and Insects* features new vocabulary and pictures from the animal world. *Occupations offers* word lists and pictures of people in occupations recognizable to children.

Animals, Birds, and Insects, Catalog No. 7545-Y $24.95
Occupations, Catalog No. 7546-Y $24.95

CORE: Teaching Household Vocabulary (1988)
by Carol A. Jorgenson and Mary Kay Snedden

Teach your students basic vocabulary based on everyday items found in the home. All 250 words are represented in five full-color pictures of household scenes—bedroom, bathroom, kitchen, family room and garage. Includes step-by-step lessons from the Teacher's Manual. A Supplements Manual can also be purchased which includes reproducible assessment sheets, carryover assignments, progress charts and individual illustrations of each of the 250 words.

Teacher's Manual and Pictures, Catalog No. 7631-Y $49
Supplement's Manual, Catalog No. 7632-Y $29.95

EXCELL: Experiences in Context for Early Language Learning (1989)
by Catherine B. Raack, M.A., CCC-SLP

This field-tested resource features 70 topics to use in sensorimotor activities with your moderately to severely developmentally delayed, prelinguistic students. Students learn through theme based activities and active participation utilizing physical objects, pictures and songs of objects or events, and one-on-one group interaction. Resource includes guidelines, reproducible illustrations and a recordkeeping form to track your student's progress. **Catalog No. 7592-Y $19.95**

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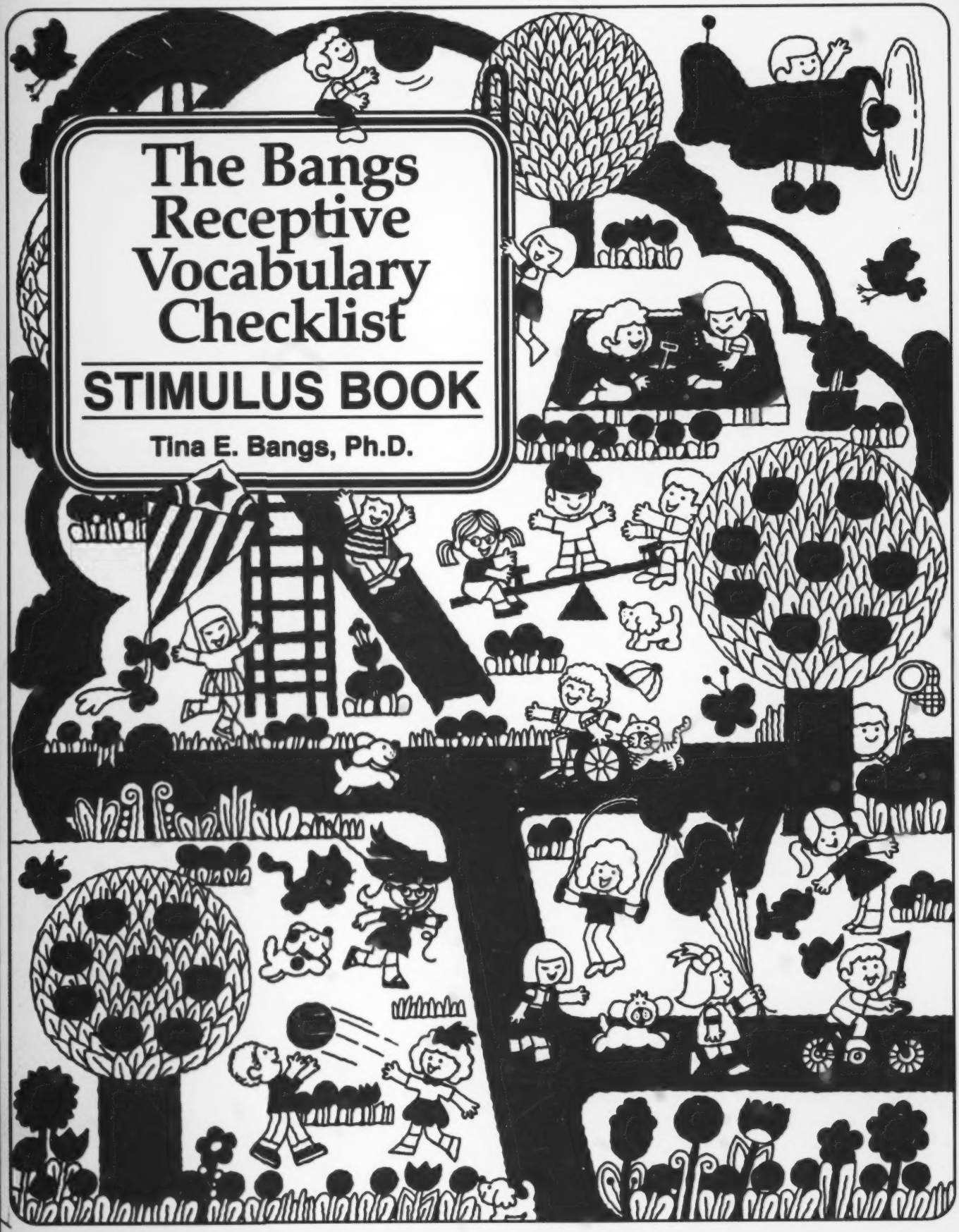
The Bangs Receptive Vocabulary Checklist
STIMULUS BOOK
Tina E. Bangs, Ph.D.

STIMULUS BOOK

THE BANGS RECEPTIVE VOCABULARY CHECKLIST

Tina E. Bangs, Ph.D.

Illustrations drawn under contract
by Cathie Lowmiller

Communication Skill Builders
3830 E. Bellevue/P.O. Box 42050
Tucson, Arizona 85733
(602) 323-7500

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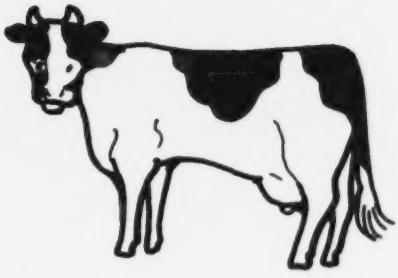

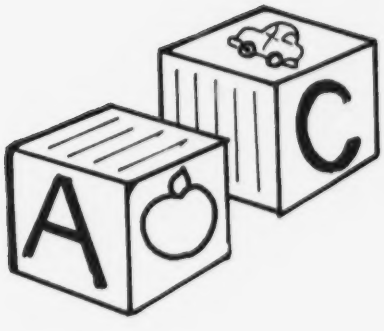
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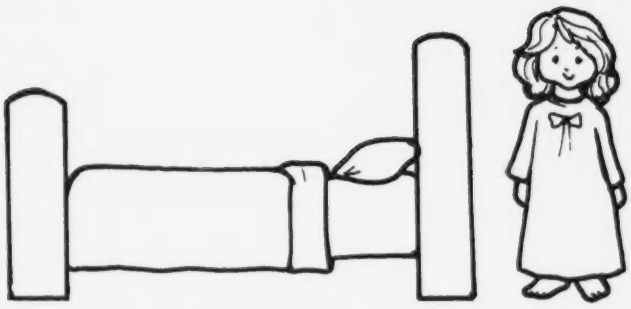

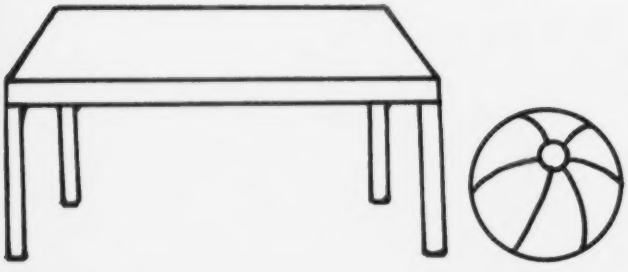

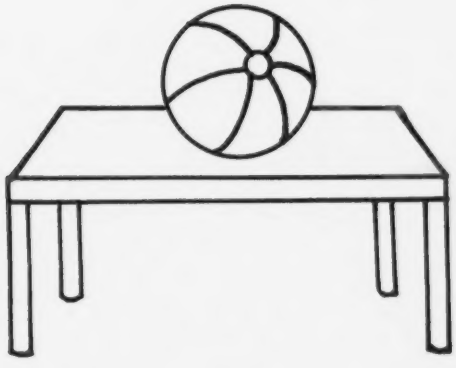

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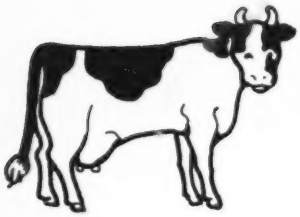

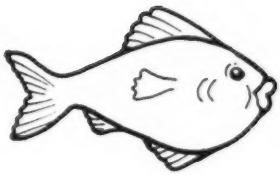

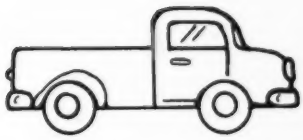

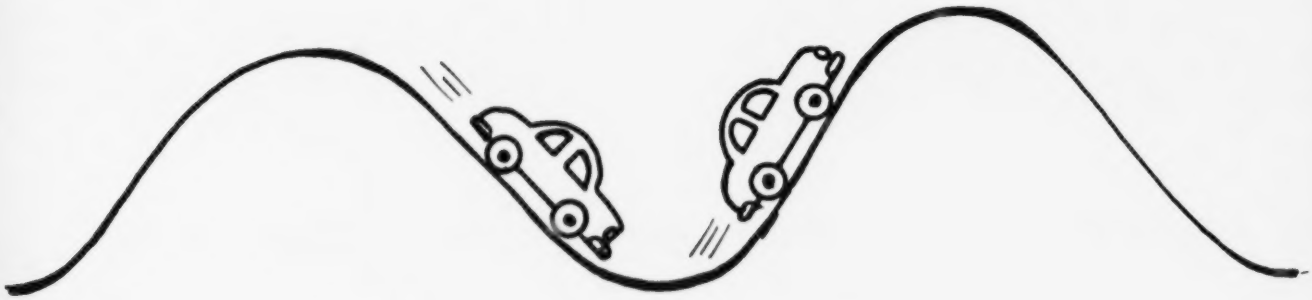

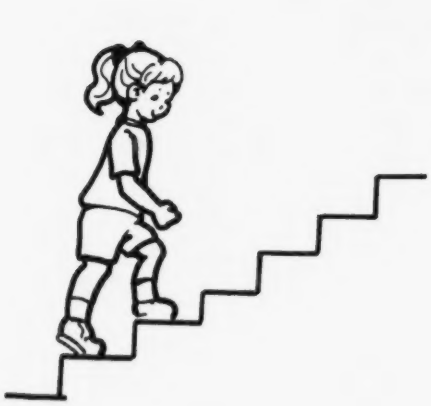

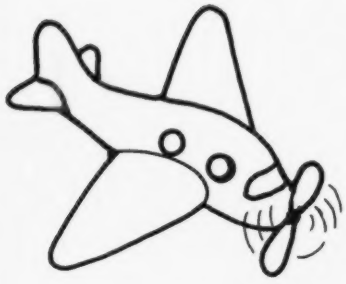

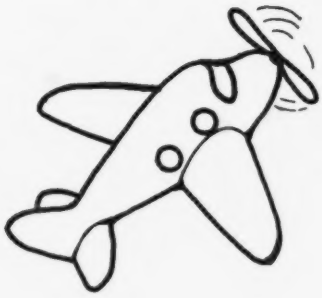

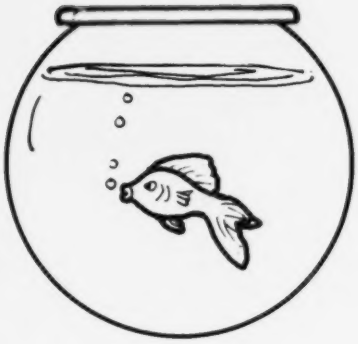

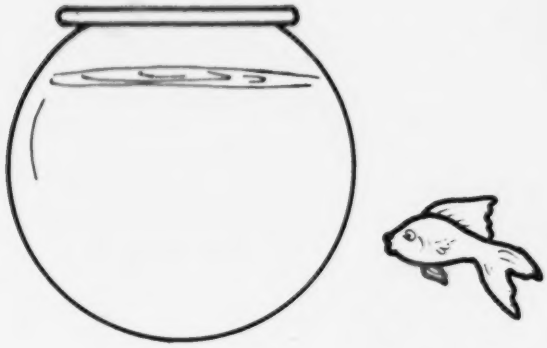

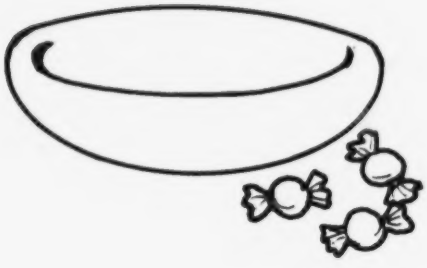

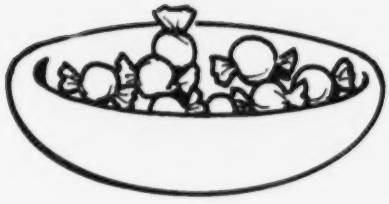

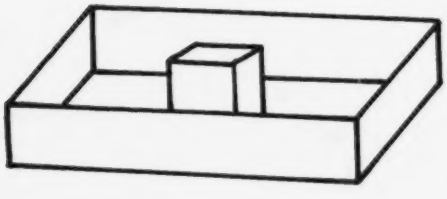

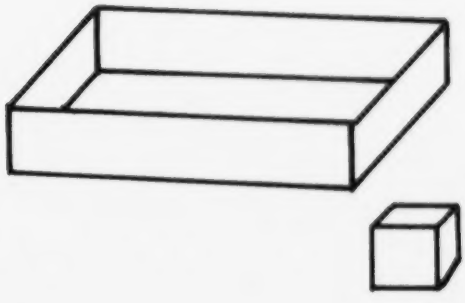

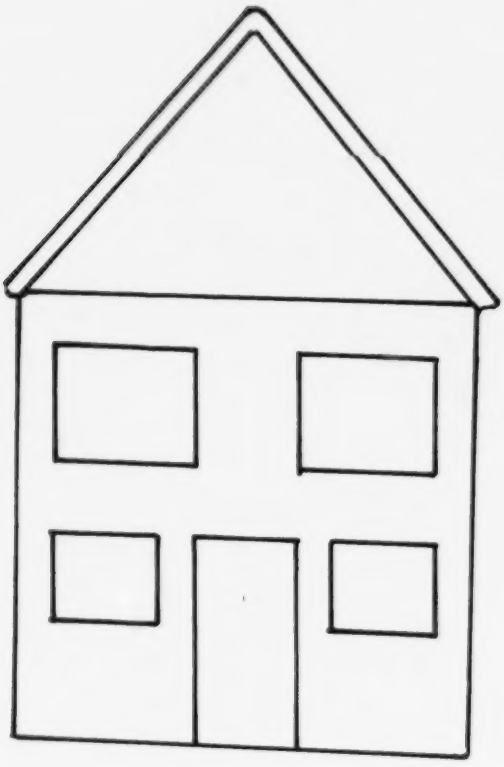

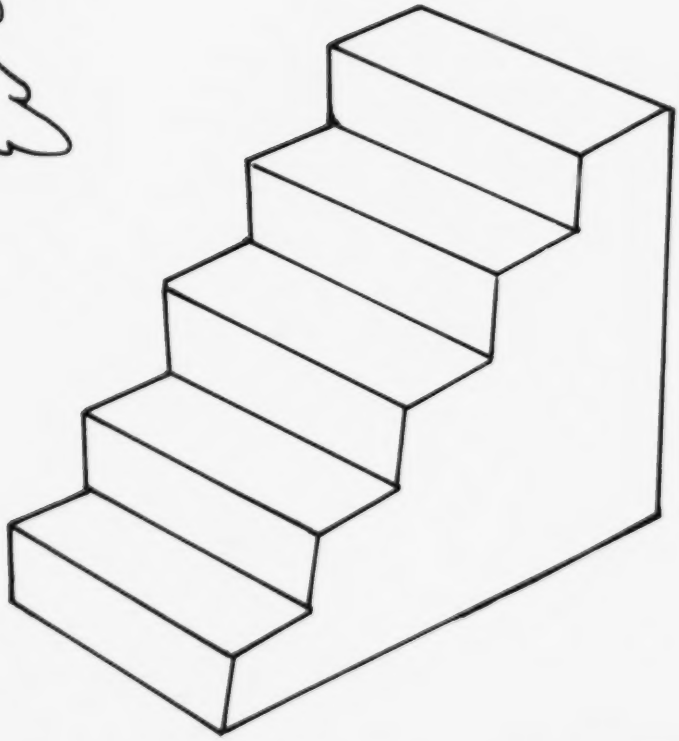

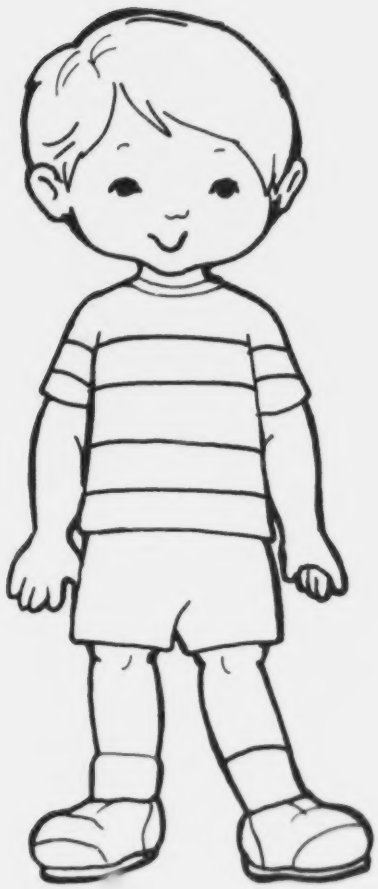

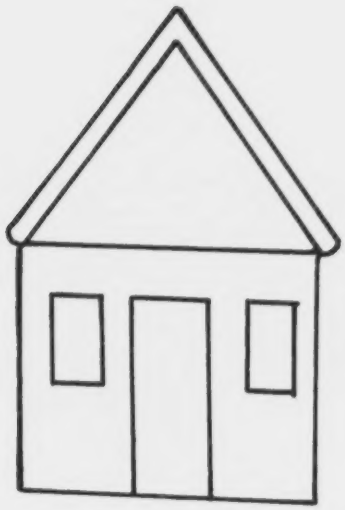

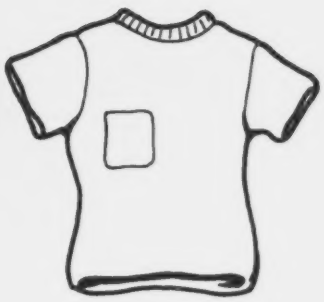

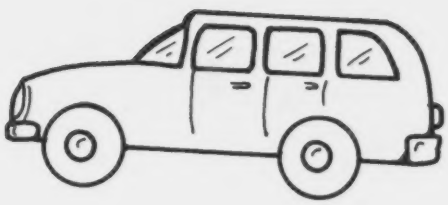

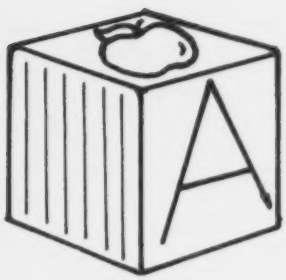
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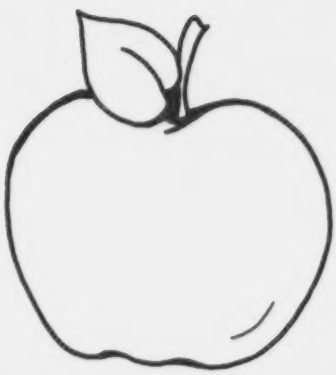

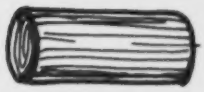

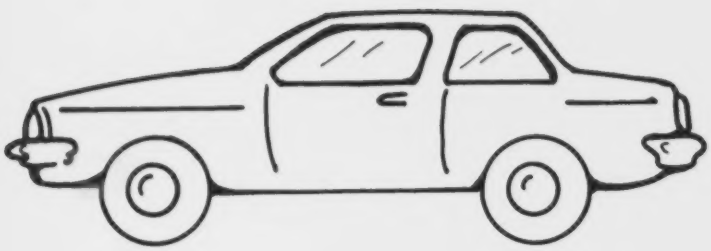

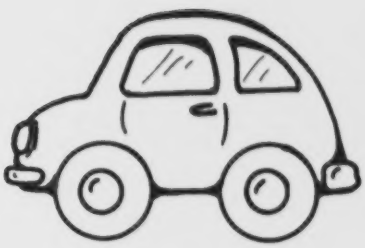

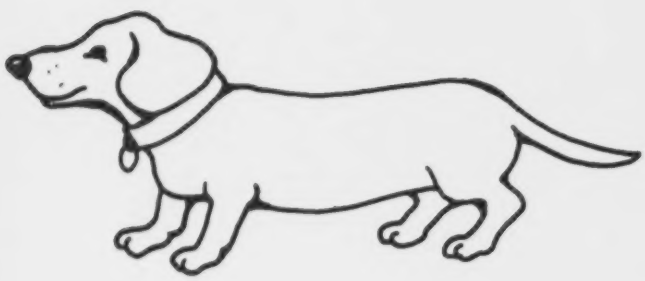

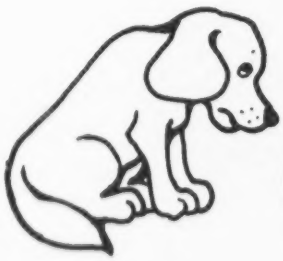

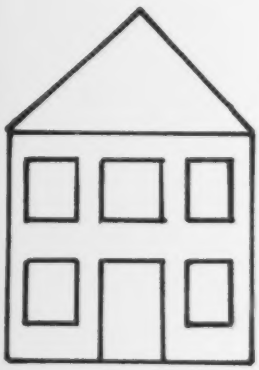

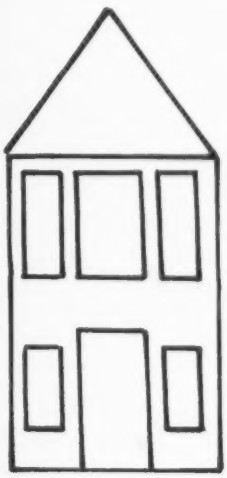

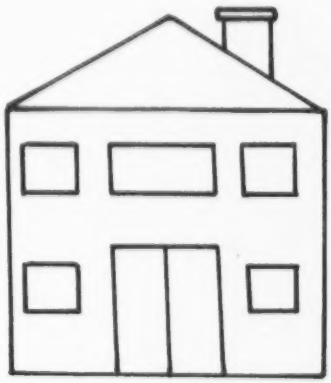

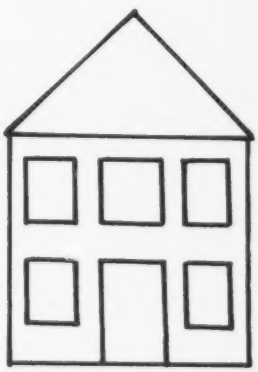

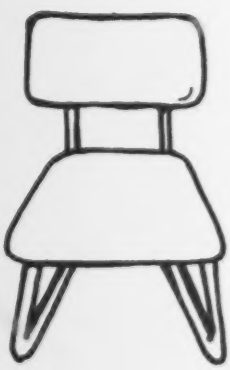

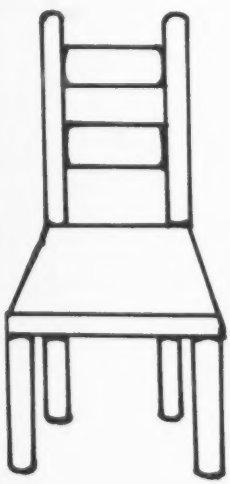

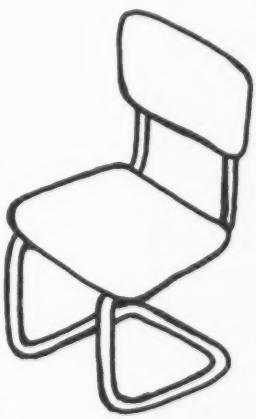

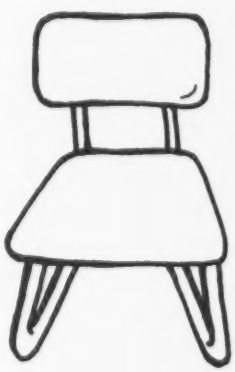

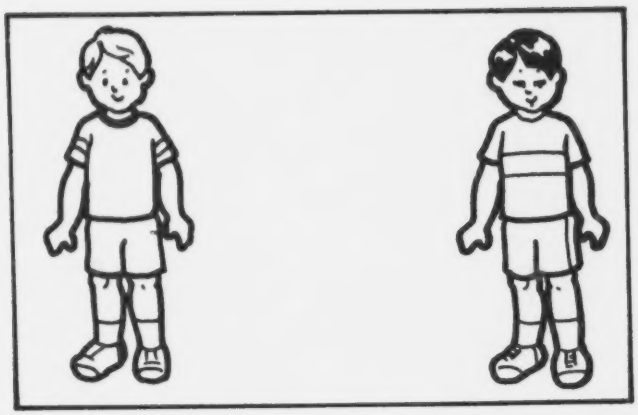

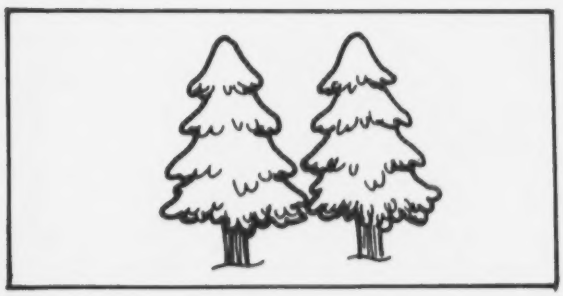

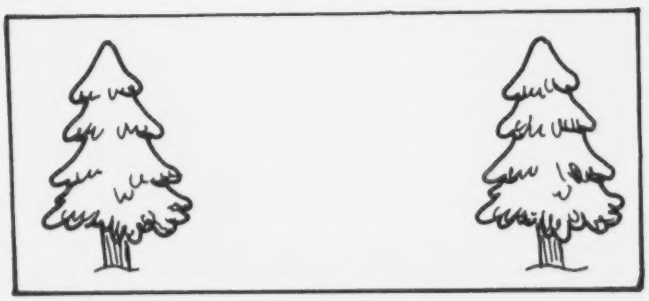

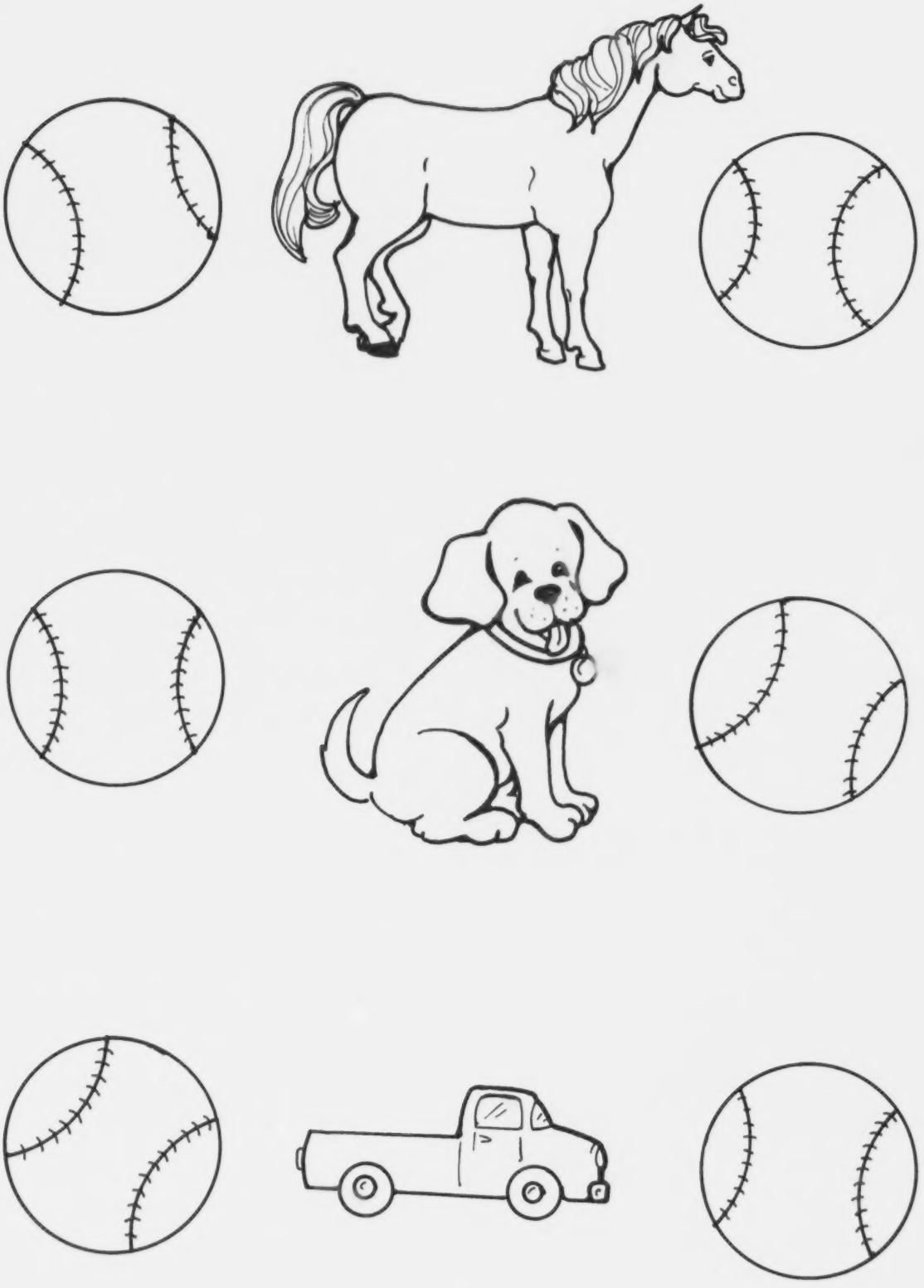

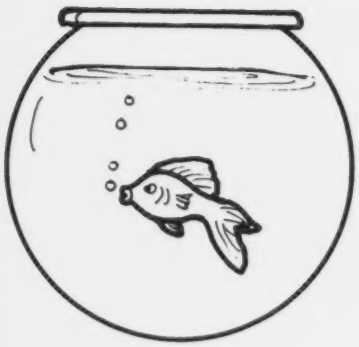

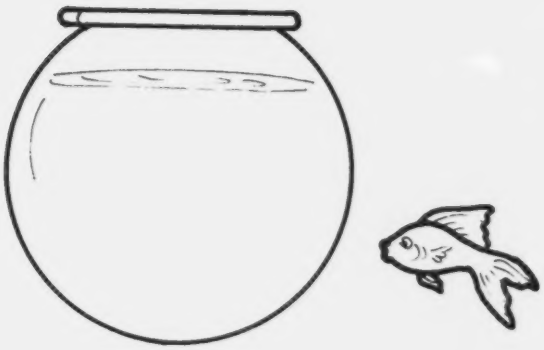

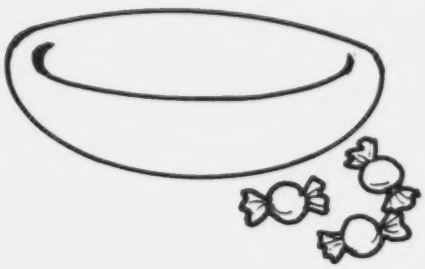

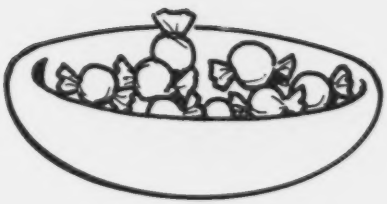

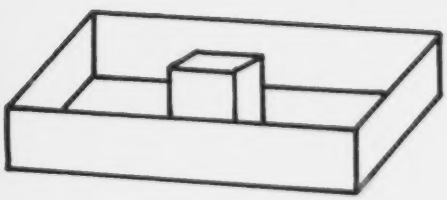

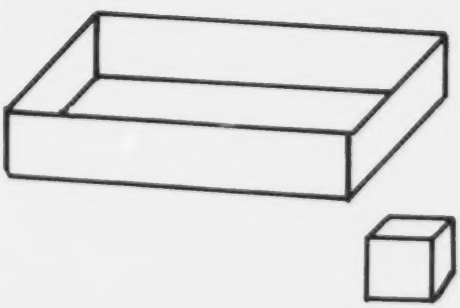

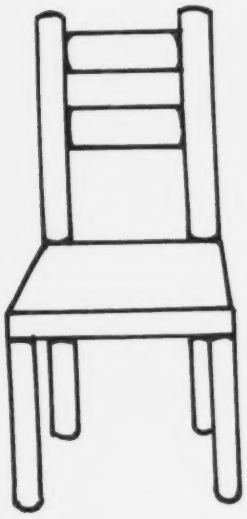

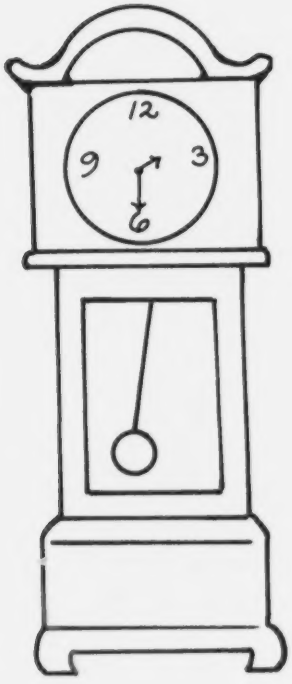
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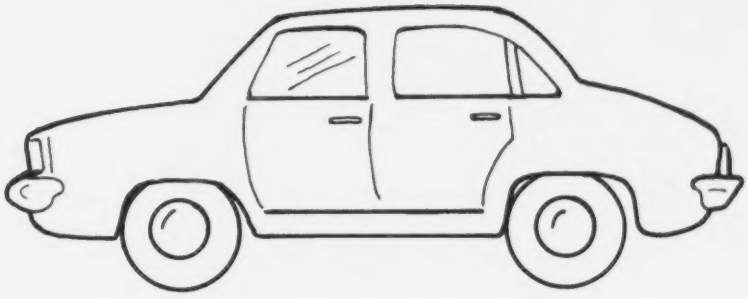

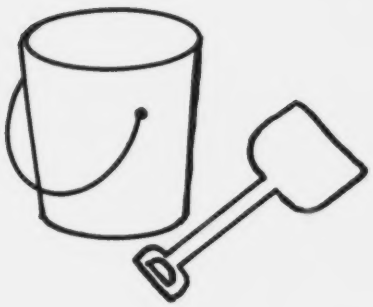

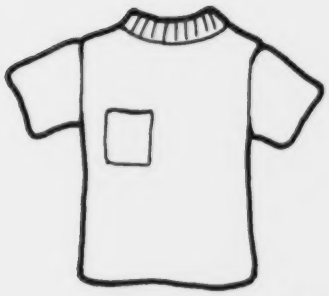

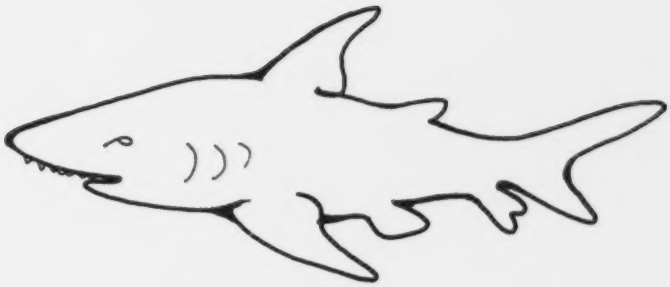

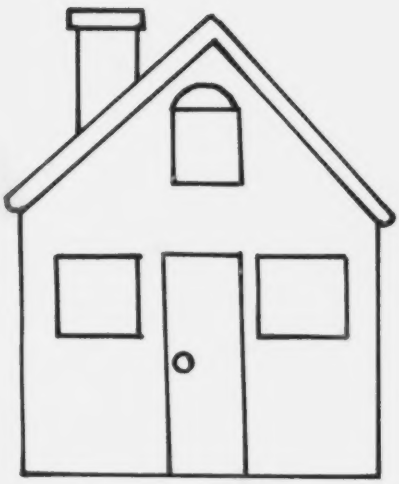

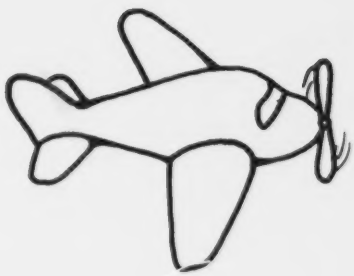

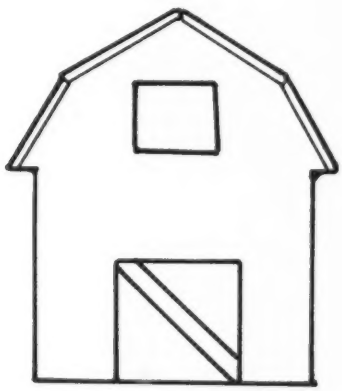

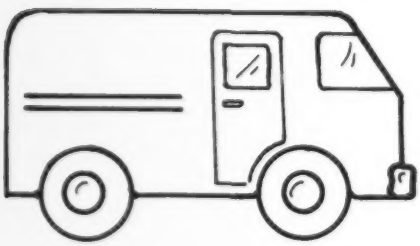

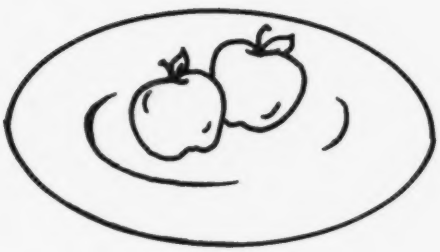

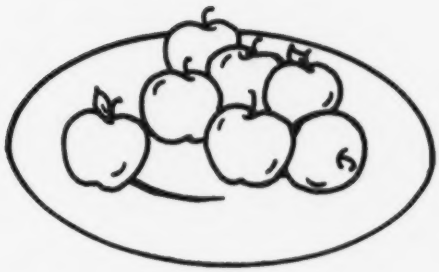

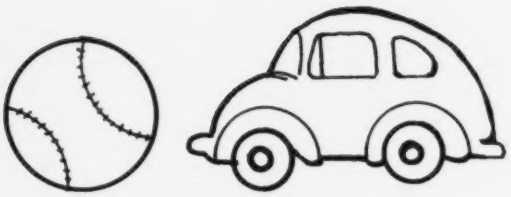

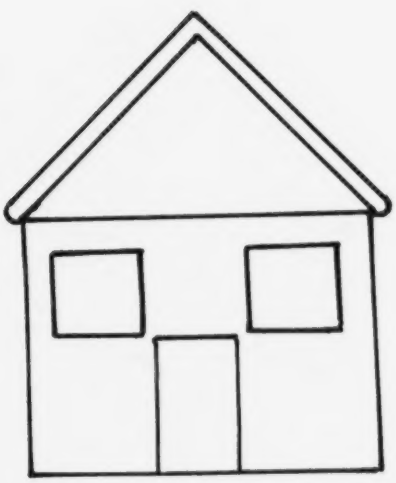

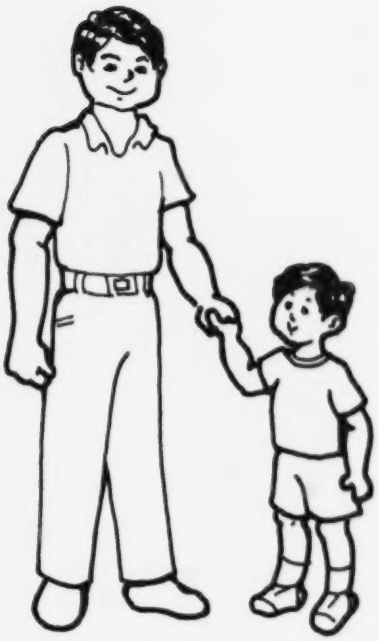

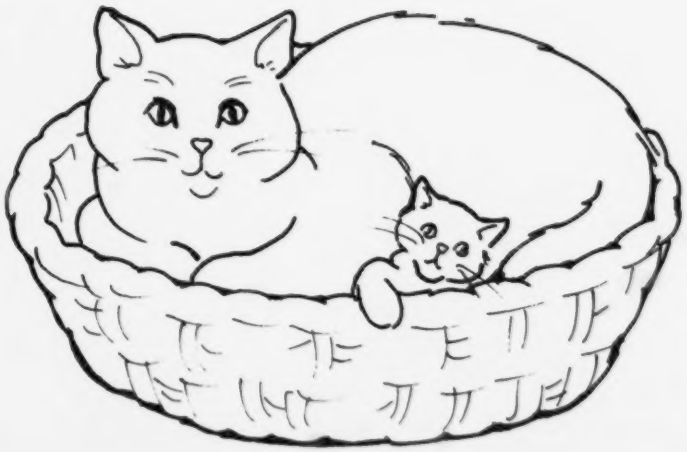

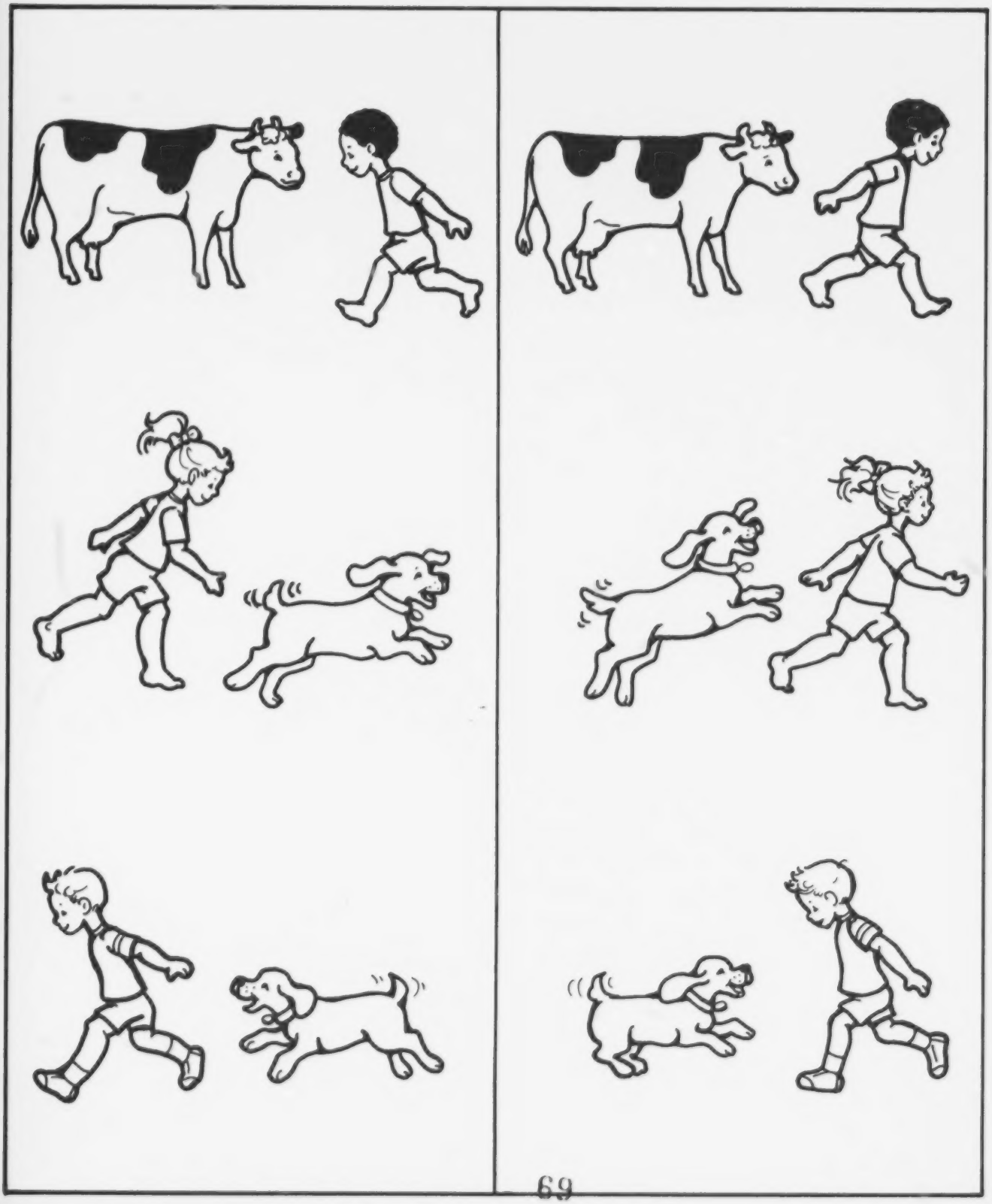

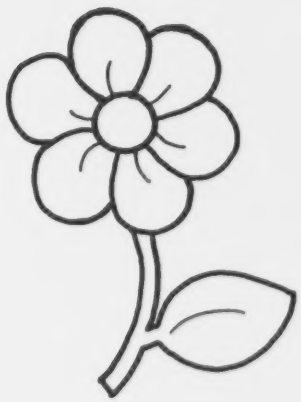

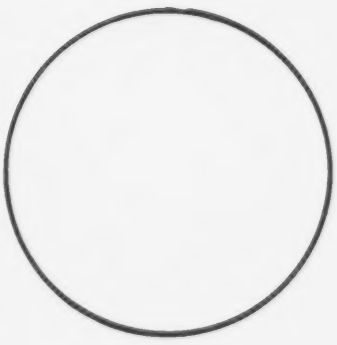

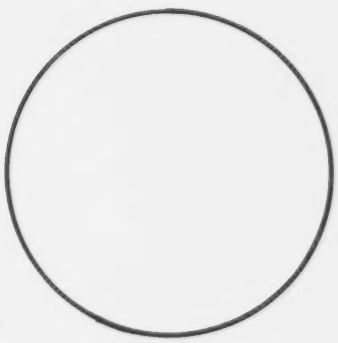

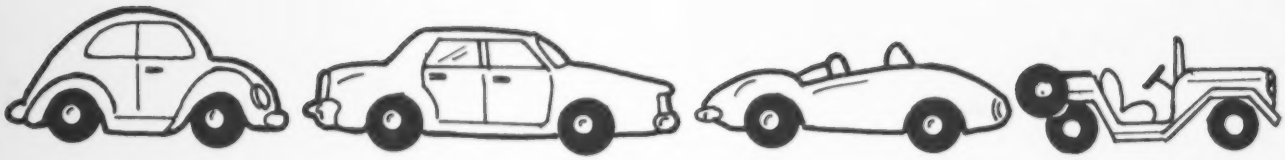

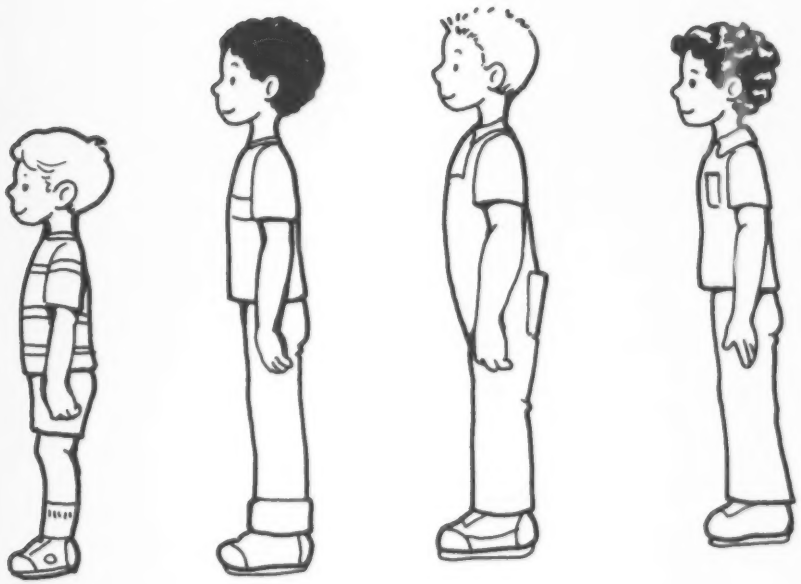

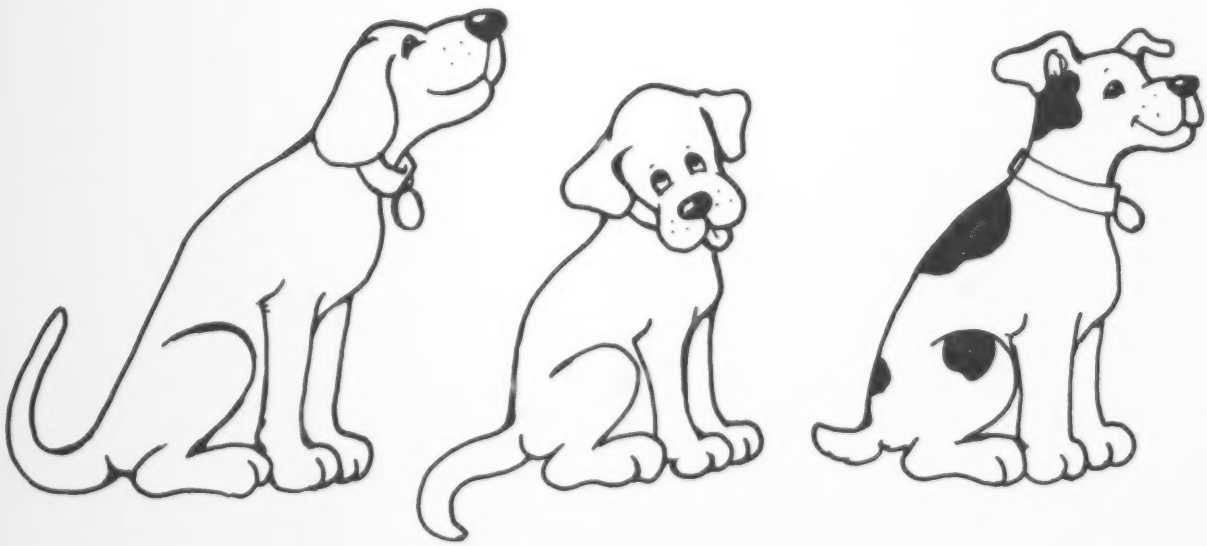

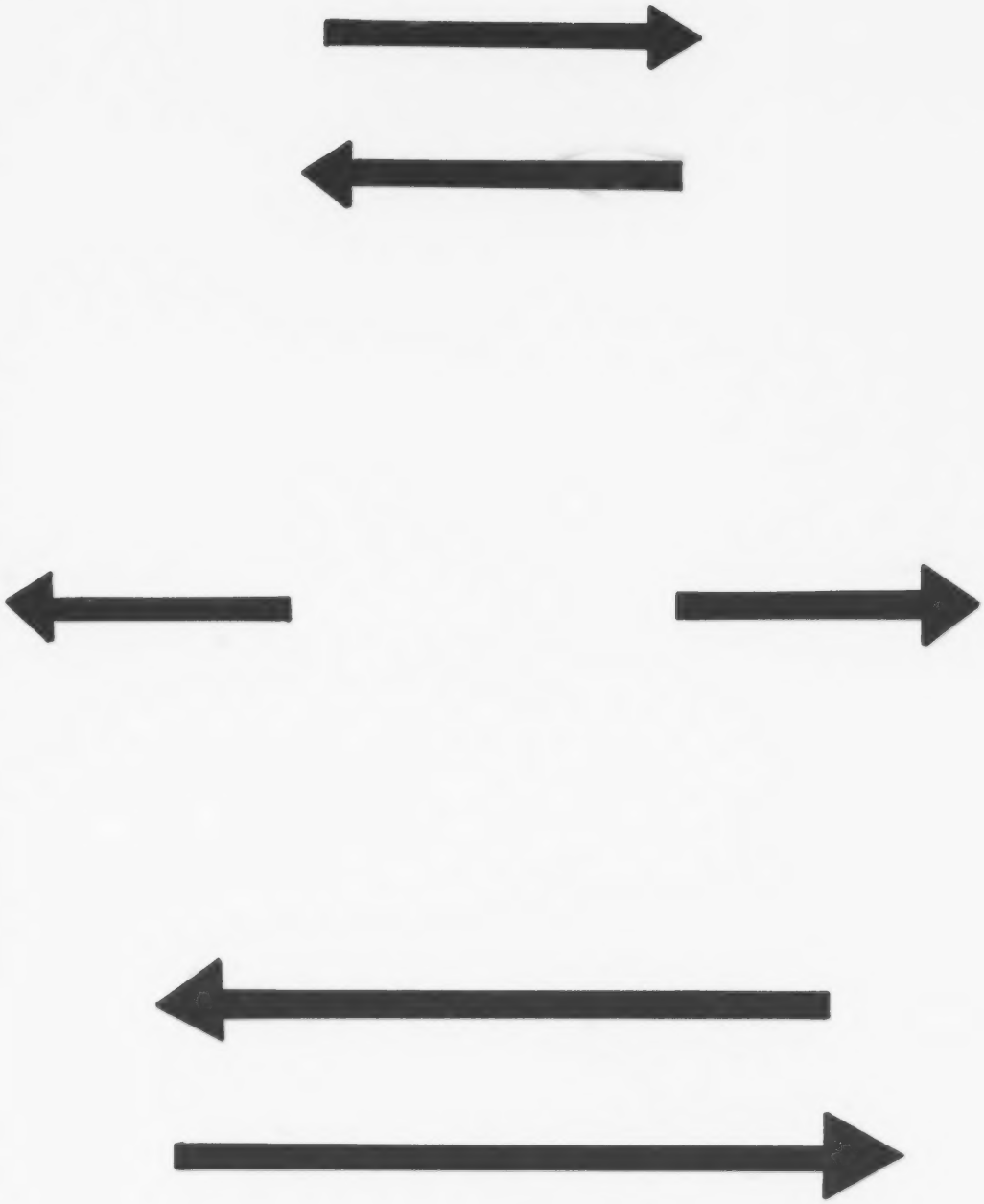

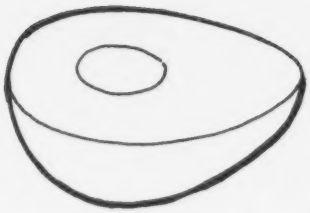

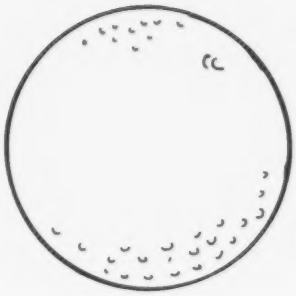

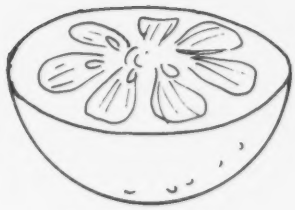

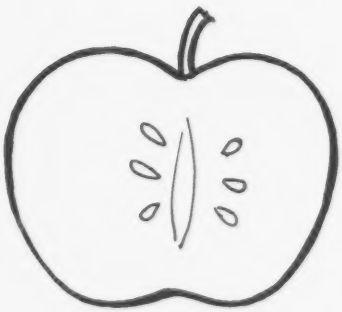

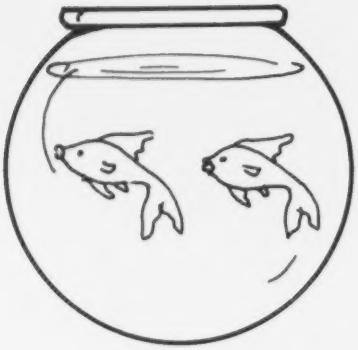

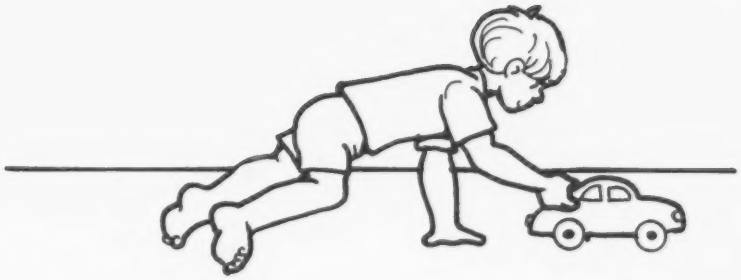

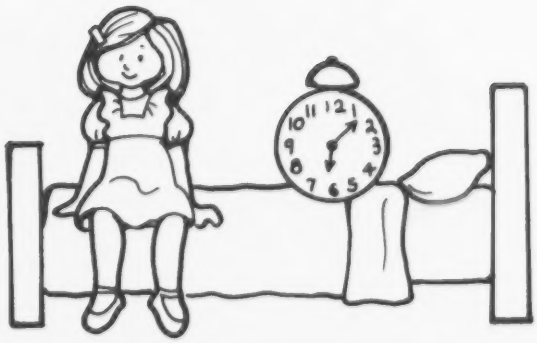

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3830 E. Bellevue/P.O. Box 42050
Tucson, Arizona 85733
(602) 323-7500

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4 of 5

SCORE SHEET

THE BANGS RECEPTIVE VOCABULARY CHECKLIST

Tina E. Bangs, Ph.D.

Name _____ Date _____

Examiner _____ Birthdate _____

C.A. _____

Referral Source and Reason for Referral

Assessment Summary

Number of Correct Responses____

Level____

Developmental Age Group

_____

Comments

Sensory and Behavioral Information

Vision

Hearing

Attending Behaviors

Recommendations

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LEVEL I (3-0 to 4-0 YEARS)

___ 1. OBJECTS BY FUNCTION (Picture Set 1)
Show me which one we:

___ a. sew with
___ b. cut with
___ c. wear

___ 2. CATEGORIES: TOY, ANIMAL, PERSON (Picture Set 1)
Show me:

___ a. a toy
___ b. an animal
___ c. a person

___ 3. NEGATION: IS/IS NOT (Picture Set 2)
Show me:

___ a. The boy is running.
___ b. The girl is not in the bed.
___ c. The ball is on the table.
___ d. The boy is not running.
___ e. The girl is in the bed.
___ f. The ball is not on the table.

___ 4. ATTRIBUTION: SIZE/COLOR (Card–Colored cups)
Show me:

___ a. the big blue cup
___ b. the little red cup
___ c. the little yellow cup

___ 5. POSITION: IN FRONT OF/IN BACK OF (Picture Set 3)
Show me:

___ a. what is in front of the fish
___ b. what is in back of the cow
___ c. what is in front of the dog
___ d. what is in back of the fish
___ e. what is in front of the cow
___ f. what is in back of the truck

___ 6. DIRECTION: UP/DOWN (Picture Set 4)
Show me:

___ a. the car going down the hill
___ b. the girl going down the stairs
___ c. the airplane going up
___ d. the car going up the hill
___ e. the girl going up the stairs
___ f. the airplane going down

___ 7. POSITION: IN/OUT OF (Picture Set 5)
Show me:

___ a. The fish is in the bowl.
___ b. The candy is out of the bowl.
___ c. The block is out of the box.
___ d. The fish is out of the bowl.
___ e. The candy is in the bowl.
___ f. The block is in the box.

___ 8. POSITION: TOP/BOTTOM (Picture Set 6)
Show me:

___ a. the bottom of the tree
___ b. the top of the stairs
___ c. the top of the house
___ d. the top of the tree
___ e. the bottom of the stairs
___ f. the bottom of the house

___ 9. QUANTITY: NUMBER CONCEPTS (2) (blocks, beads, chips)
Give me:

Blocks:	1	4	2	8	3	5	7	6
Beads:	2	4	6	3	1	8	5	7
Chips:	1	4	2	8	3	5	7	6

___ 10. PRONOUNS
(Picture Set 7; blocks, beads, chips)

Part 1: he/she, him/her, his/her, them, their

___ a. Show me his hair.
___ b. She has hands. Show me.
___ c. Point to him.
___ d. Show me her eyes.
___ e. Put the block on her.
___ f. Point to them.
___ g. He has shoes. Show me.
___ h. Show me his hands.
___ i. Point to her hands.
___ j. Show me their hands.
___ k. Put the block on him.
___ l. She has hair. Show me.
___ m. Show me their eyes.
___ n. Touch her.
___ o. Touch them.
___ p. He has hair. Show me.
___ q. Show me her hair.
___ r. Point to them.
___ s. Show me his shoes.
___ t. She has shoes. Show me.
___ u. Point to him.
___ v. Point to her.
___ w. He has hands. Show me.
___ x. Show me their shoes.

Part 2: I/you

___ a. You take a bead.
___ b. I want a block.
___ c. You take a chip.
___ d. I want a bead.
___ e. You take a block.
___ f. I want a chip.

LEVEL II (4-0 to 5-0 YEARS)

___ 11. CATEGORIES:
FRUIT/VEGETABLE/BUILDING
(Picture Set 8)

Show me:

___ a. a fruit
___ b. a vegetable
___ c. a building

___ 12. SIZE: SHORT/LONG
(Picture Set 9)

Show me:

___ a. the short stick
___ b. the long car
___ c. the long dog
___ d. the long stick
___ e. the short car
___ f. the short dog

___ 13. QUALITY: SAME/DIFFERENT
(Picture Set 10)

Show me:

___ a. the same dog
___ b. a different house
___ c. a different chair
___ d. a different dog
___ e. the same house
___ f. the same chair

___ 14. POSITION: TOGETHER/APART
(Picture Set 11)

Show me:

___ a. The boys are apart.
___ b. The houses are apart.
___ c. The trees are together.
___ d. The boys are together.
___ e. The houses are together.
___ f. The trees are apart.

___ 15. POSITION: AHEAD OF/BEHIND
(Picture Set 12)

Show me:

___ a. the ball behind the horse
___ b. the ball ahead of the dog
___ c. the ball ahead of the truck
___ d. the ball ahead of the horse
___ e. the ball behind the dog
___ f. the ball behind the truck

___ 16. QUANTITY: WITH/WITHOUT
(Picture Set 13)

Show me:

___ a. the bowl without the fish
___ b. the bowl with the candy
___ c. the box with the block
___ d. the bowl with the fish
___ e. the bowl without the candy
___ f. the box without the block

___ 17. QUANTITY: MORE/LESS
(blocks, chips, beads)

Show me:

___ a. which box has more blocks
___ b. which box has less beads
___ c. which box has less chips
___ d. which box has less blocks
___ e. which box has more beads
___ f. which box has more chips

___ 18. QUANTITY: EACH (blocks, beads, chips)

Touch each:

___ a. block
___ b. bead
___ c. chip

___ 19. QUANTITY: NUMBER CONCEPTS (4)
(blocks, beads, chips)

Give me:

Blocks:	1	4	2	8	3	5	7	6
Beads:	2	4	6	3	1	8	5	7
Chips:	1	4	2	8	3	5	7	6

___ 20. SIZE: SHORT/TALL
(Picture Set 14)

Show me:

___ a. the short boy
___ b. the tall house
___ c. the tall tree
___ d. the tall boy
___ e. the short house
___ f. the short tree

LEVEL III–ENTER KINDERGARTEN
(5-0 to 6-0 YEARS)

___ 21. CATEGORY: CLOTHING
(Picture Sets 15, 16, 17)
Show me:
___ a. some clothing
___ b. some clothing
___ c. some clothing

___ 22. CATEGORY: TRANSPORTATION
(Picture Sets 15, 16, 17)
Show me:
___ a. some transportation
___ b. some transportation
___ c. some transportation

___ 23. QUANTITY: MORE/LESS
(Picture Set 18)
Show me:
___ a. which plate has more apples
___ b. which house has less windows
___ c. which coat has less buttons
___ d. which plate has less apples
___ e. which house has more windows
___ f. which coat has more buttons

___ 24. POSITION: NEAREST/FARTHEST
(Picture Set 19)
Show me:
___ a. the ball farthest from the car
___ b. the ball nearest the boy
___ c. the ball nearest the house
___ d. the ball nearest the car
___ e. the ball farthest from the boy
___ f. the ball farthest from the house

___ 25. POSSESSIVES (Picture Set 20)
Show me:
___ a. daddy's boy
___ b. baby's mother
___ c. mother cat's kitten
___ d. the boy's daddy
___ e. the mother's baby
___ f. the kitten's mother

___ 26. DIRECTION: TOWARD/AWAY FROM
(Picture Set 21)
Show me:
___ a. the boy running toward the cow
___ b. the girl running away from the dog
___ c. the boy running away from the dog
___ d. the boy running away from the cow
___ e. the girl running toward the dog
___ f. the boy running toward the dog

___ 27. TIME: PAST/FUTURE (Picture Set 22)
Show me:
___ a. The boy will eat the apple.
___ b. The girl threw the ball.
___ c. The boy fell out of the tree.
___ d. The boy ate the apple.
___ e. The girl will throw the ball.
___ f. The boy will fall out of the tree.

___ 28. PRONOUNS: MY/OUR
(blocks, beads, chips)
Show me:
___ a. my blocks
___ b. our beads
___ c. our chips
___ d. our blocks
___ e. my beads
___ f. my chips

___ 29. QUANTITY: MOST/LEAST
(blocks, beads, chips)
Show me:

___ a. which box has the most beads
___ b. which box has the least blocks
___ c. which box has the most chips
___ d. which box has the least beads
___ e. which box has the most blocks
___ f. which box has the least chips

___ 30. NUMBER CONCEPTS (8)
(blocks, beads, chips)
Give me:

Blocks:	1	4	2	8	3	5	7	6
Beads:	2	4	6	3	1	8	5	7
Chips:	1	4	2	8	3	5	7	6

LEVEL IV–ENTER FIRST GRADE
(6-0 to 7-0 YEARS)

___ 31. POSITION: LEFT/RIGHT
(Picture Set 23)
Show me:

___ a. the girl on the right
___ b. the flower on the left
___ c. the circle on the right
___ d. the girl on the left
___ e. the flower on the right
___ f. the circle on the left

___ 32. POSITION: FIRST/LAST
(Picture Set 24)
Show me:

___ a. the last car
___ b. the first boy
___ c. the first dog
___ d. the first car
___ e. the last boy
___ f. the last dog

___ 33. POSITION: SECOND/THIRD
(Picture Set 24)
Show me:

___ a. the second car
___ b. the third boy
___ c. the third dog
___ d. the third car
___ e. the second boy
___ f. the second dog

___ 34. DIRECTION: TO THE RIGHT/TO THE LEFT (Picture Set 25)

Show me:

___ a. the arrow pointing to the left (top line)

___ b. the arrow pointing to the right (middle line)

___ c. the arrow pointing to the right (bottom line)

___ d. the arrow pointing to the right (top line)

___ e. the arrow pointing to the left (middle line)

___ f. the arrow pointing to the left (bottom line)

___ 35. QUANTITY: WHOLE/HALF (Picture Set 26)

Show me:

___ a. a whole egg

___ b. half a grapefruit

___ c. a whole apple

___ d. half an egg

___ e. a whole grapefruit

___ f. half an apple

___ 36. QUANTITY: IS/ARE (Picture Set 27)

Show me:

___ a. The fish is in the bowl.. (top line)

___ b. The fish is in the bowl. (middle line)

___ c. The fish are in the bowl. (bottom line)

___ d. The fish are in the bowl. (top line)

___ e. The fish are in the bowl. (middle line)

___ f. The fish is in the bowl. (bottom line)

___ 37. NUMBERS: WRITING NUMBERS 1 - 5 FROM DICTATION

I want you to write some numbers for me. Write the number:

___ a. 2 1 5 3 4

___ b. 1 5 3 4 2

___ c. 4 2 1 5 3

___ 38. PRONOUNS: WHO/WHAT (Picture Set 28)

Show me:

___ a. what is on the table

___ b. what is on the floor

___ c. who is on the bed

___ d. who is on the table

___ e. who is on the floor

___ f. what is on the bed

___ 39. TIME: BEFORE/AFTER

Listen carefully, and do what I ask you to do.

___ a. After I tap the table, you stand up.

___ b. After I stand up, clap your hands.

___ c. Before I clap my hands, you stand up.

___ d. Before I tap the table, you stand up.

___ e. After I clap my hands, you stand up.

___ f. Before I stand up, clap your hands.

___ 40. COINS: IDENTIFYING 4/4 (penny, nickel, dime, quarter)

___ Trial 1:

Show me:

___ the dime

___ the quarter

___ the nickel

___ the penny

___ Trial 2:

Show me:

___ the quarter

___ the dime

___ the penny

___ the nickel

___ Trial 3:

Show me:

___ the penny

___ the quarter

___ the nickel

___ the dime

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3830 E. Bellevue/P.O. Box 42050
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(602) 323-7500

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ACHIEVEMENT PROFILE

THE BANGS RECEPTIVE VOCABULARY CHECKLIST

Tina E. Bangs, Ph.D.

Name _____ Birthdate _____

Results of Assessment

Assessment Date	*Chronological Age*	*Correct Responses*	*Level*	*Developmental Age Group*

Objectives for IEPs

Comments

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Date Test Administered

1 2 3

___ ___ ___

Key: + = Pass
– = Fail
NR = No response
Blank = Not administered

LEVEL I (3-0 to 4-0 YEARS)

___ ___ ___ 1. Objects by function: sew with / cut with / wear

___ ___ ___ 2. Categories: toy / animal / person

___ ___ ___ 3. Negation: is / is not

___ ___ ___ 4. Attribution: size / color

___ ___ ___ 5. Position: in front of / in back of

___ ___ ___ 6. Direction: up / down

___ ___ ___ 7. Position: in / out of

___ ___ ___ 8. Position: top / bottom

___ ___ ___ 9. Quantity: number concepts (2)

___ ___ ___ 10. Pronouns:

Part 1

___ ___ ___ he / she

___ ___ ___ him / her

___ ___ ___ his / her

___ ___ ___ them

___ ___ ___ their

Part 2

___ ___ ___ I / you

Number Correct

___ ___ ___

Comments

LEVEL II (4-0 to 5-0 YEARS)

___ ___ ___ 11. Categories: fruit/vegetable/building
___ ___ ___ 12. Size: short/long
___ ___ ___ 13. Quality: same/different
___ ___ ___ 14. Position: together/apart
___ ___ ___ 15. Position: ahead of/behind
___ ___ ___ 16. Quantity: with/without
___ ___ ___ 17. Quantity: more/less (objects in a box)
___ ___ ___ 18. Quantity: each
___ ___ ___ 19. Quantity: number concepts (4)
___ ___ ___ 20. Size: short/tall

Number Correct

___ ___ ___

LEVEL III–ENTER KINDERGARTEN
(5-0 to 6-0 YEARS)

___ ___ ___ 21. Category: clothing
___ ___ ___ 22. Category: transportation
___ ___ ___ 23. Quantity: more/less (pictures)
___ ___ ___ 24. Position: nearest/farthest
___ ___ ___ 25. Possessives
___ ___ ___ 26. Direction: toward/away from
___ ___ ___ 27. Time: past/future
___ ___ ___ 28. Pronouns: my/our
___ ___ ___ 29. Quantity: most/least
___ ___ ___ 30. Quantity: number concepts (8)

Number Correct

___ ___ ___

Comments

LEVEL IV–ENTER FIRST GRADE (6-0 to 7-0 YEARS)

Comments

___ ___ ___ 31. Position: left/right

___ ___ ___ 32. Position: first/last

___ ___ ___ 33. Position: second/third

___ ___ ___ 34. Direction: to the right/to the left

___ ___ ___ 35. Quantity: whole/half

___ ___ ___ 36. Quantity: is/are

___ ___ ___ 37. Numbers: writing numbers 1 - 5 from dictation

___ ___ ___ 38. Pronouns: who/what

___ ___ ___ 39. Time: before/after

___ ___ ___ 40. Coins: identifying 4/4

Number Correct

___ ___ ___

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